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ABSTRACT

This grade 5 social studies curriculum unit presents a course on Man In A Changing Society. An objective of the instructional program for this level is that the student broaden his perspective of the concept "man" from the family, community, and the state to understand his nation as a changing society. Units for study are: 1) A Nation Evolves From Immigration; 2) A Nation Emerges Through Conflict To A World Power; 3) Man and His Government; and, 4) Scarcity Is a Constant Reality (Optional). Format of the guide is consistent with this series, stating objectives and giving curriculum content in these major divisions: 1) Concepts; 2) Teaching Strategies; 3) Content and Materials; 4) Varieties in Strategies and Content; and 5) Evaluation. A specific objective of the fifth grade program is the improvement of social and academic skills through opportunities of individualized or small group work. Related documents are: SO 001 185 through SO 001 189. (Author/JSB)

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A CURRICULUM GUIDE

IN

ELEMENTARY SOCIAL STUDIES

GRADE FIVE

THEME: MAN IN A CHANGING SOCIETY

HOWARD COUNTY PUBLIC SCHOOLS

CLARKSVILLE, MARYLAND

M. THOMAS GOEDEKE, SUPERINTENDENT

1970

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entary teachers formed the writing teams for the development of the units during

ONE

tor - St. John's Lane
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n - Lisbon
amlin - West Friendship

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GRADE FIVE

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FOREWORD

The Social Studies portion of the school curriculum is concerned with the most complex and stress oriented aspects of the human situation. This situation has become more accelerated in recent years to the extent that existing curricula do not always respond to current problems nor are they supported by valid data for effective responses. In consideration of this urgent need and obvious challenge, the Board of Education of Howard County requested a total revision of the Social Studies program. In response to this, the elementary Social Studies Committee developed a curriculum design and incorporated appropriate instructional units.

These units were organized on a conceptual basis with "A Study of Man" as the central conceptual theme. Supportive data and processes are coordinated from history, the social sciences and the humanities in the development of the units for grades one through five. The kindergarten program has been outlined, but units were not developed at this time.

This program was developed by a group of elementary teachers in a series of summer workshops from 1968-1970, under the leadership of Miss Wilhelmina Oldfield, Supervisor of Elementary Schools. Consultant to the workshops was Dr. E. G. Campbell, Professor of Education, University of Maryland.

Mary R. Hovet
Director of Instruction

ELEMENTARY SOCIAL STUDIES PROGRA

GRADES K - V

Kindergarten

Theme: Man and His Immediate Environment

I. The School
II. Community Helpers
III. Health and Safety

Additional or Optional Units

IV. Animals
  A. Animals of the Farm
  B. Animals of the Zoo
V. Holidays

Grade I

Theme: Man In the Family

I. Role Individuals Assume Within the Family
II. Interdependence of Family Members
III. Cooperation of Family Members

Grade II

Theme: Man In the Community

I. People Create Communitie
II. The Community and Its Natural Resources
III. Comparison of Communitie Around the World

Grade III

Theme: Man and His Institutio

I. Government as an Institu
II. Transportation and Commu
III. Urbanization and Industr

Additional or Optional Unit

IV. Education as an Institut

ELEMENTARY SOCIAL STUDIES PROGRAM

GRADES K - V

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Grade II

Theme: Man In the Community

I. People Create Communities
II. The Community and Its Natural Resources
III. Comparison of Communities Around the World

Grade IV

Theme: Man In His Regional Environment

I. The Cultural Heritage of Maryland
II. Maryland as a Geographic Region
III. Maryland's Economy In a National and World Setting
IV. Map and Globe Skills

Grade III

Theme: Man and His Institutions

I. Government as an Institution
II. Transportation and Communication
III. Urbanization and Industrialization

Additional or Optional Unit

IV. Education as an Institution

Grade V

Theme: Man In a Changing Society

I. A Nation Evolves from Immigration
II. A Nation Emerges Through Conflicts to a World Power
III. Man and His Government

Additional or Optional Unit

IV. Scarcity In a Land of Abundance

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Family
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RATIONALE

Man's knowledge in the past few decades has increased at an explosive rate. Because of this increasing knowledge, our students must be educated to deal with new facts and conditions. Students must learn to cope with the problems brought about by rapid technological change and increased urbanization. Therefore, students must be assisted to acquire the knowledge, value perspectives, and skills needed to meet the challenge of the complexities of modern life.

Inquiry through the Social Studies is one way to meet the problems of the future. We are of the opinion that the Social Studies are a major way by which we help the student to better understand himself and his social environment, and to use this understanding to relate in a meaningful way to present and future conditions. The ultimate goal of Social Studies is to develop a person who can think, behave, and function as a rational human being and responsible citizen. In order to reach this goal, we utilize data abstracted from the Social Science disciplines of history, political

science, sociology, geography, psychology, anthropology, and economics together with the humanities such as literature, art, and music. Through specific technique and by implication, the Social Studies program will be closely interrelated with the total school curriculum.

In order to fulfill the suggested purposes basic to an adequate Social Studies program for Howard County an articulated K-12 program was developed. This Social Studies design is logically arranged in a K-12 sequence, built around the idea of Man as the central theme. Each year the student is exposed to concepts which act as organizers for the year's study. This conceptual design allows for a great deal of flexibility on the part of the teacher who can utilize a great range of historical and social science data in order to support the conceptual structure. By design this arrangement of concepts allows for a coordinated perspective with which to view the study of man through the elementary and secondary school. The emphasis is no longer on content as an end in itself, but on procedures by which students utilize content as a means to an end.

Through effective instructional procedures, we seek to provide our students with methods and techniques that will help them use key understandings in adapting to modern cultural, social, and scientific developments. With the variety of material and resources presented in this guide, the teacher should be able to adapt programs to the range of ability levels in any given classroom. It is suggested that through the use of this guide each child will be offered the means to develop his potential abilities to the fullest.

Teachers are urged to read and keep abreast of current developments in the Social Studies. It is anticipated that teachers will use their own ideas and techniques in adapting this program to their individual situation.

No curriculum guide is ever final. It is suggested that teachers make marginal notes indicating weaknesses and strengths of the units and evaluate them on the form provided. Teachers are urged to share any original material or ideas they have used.

GENERAL OBJECTIVES

(K-12)

The student will demonstrate competencies at all levels of the cognitive, affective, and psycho-motor domains as he engages in the processes of inquiry peculiar to the social studies.

The student through reflective thinking will utilize logical processes of the scientific method by engaging in inductive and deductive thinking.

The student will know the processes and procedures of his immediate, local, state, national, international, and world institutions. He will be able to participate in his society which may promote social change.

The student will receive information about other cultures. After comprehending and synthesizing this information, he will organize, evaluate, and characterize the individuality of these cultures as well as the reciprocal contributions cultures have made to the development of civilization.

The student will respond to, analyze, and evaluate his relationship to and needs from the physical environment.

The student will be encouraged to realize his individuality and role so that he may function with efficiency and direction within the framework of social institutions.

The student will comprehend and value the contributions to his own culture of various racial and ethnic groups.

The student will critically examine the attitudes and judgments which have been expressed about racial and ethnic groups and be able to separate myth from reality.

The student will comprehend, value, and analyze the characteristics of the American Way of Life as a unique expression of institutions and cultures to gain an understanding of the complexities of contemporary society.

GRADE FIVE

THEME: MAN IN A CHANGING SOCIETY

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MAN IN A CHANGING SOCIETY

EXPLANATION FOR GRADE FIVE PROGRAM

The fifth grade student broadens his perspective of the concept "man" from the family, community, and the state to understand his nation as a changing society. He should realize that through man's interaction and interdependence, social change emerges. He is strengthening his attitude toward groups of people whose origins, values and customs are different from his own. The child in the fifth grade expresses a quest for a wide variety of factual information, but guidance is needed to assimilate facts in the formation of generalizations about the nation as a changing society. Student improvement of social and academic skills is encouraged through the opportunities of individualized or small group work.

The scope of the fifth grade social studies program, "Man in a Changing Society", is explored through sub-concepts drawn from the disciplines of various social sciences.

A NATION EVOLVES FROM IMMIGRATION

EXPLANATION

Only in America have so many different people come to live and work together. A new American culture has grown out of the mixture of many old cultures, brought by millions of immigrants. This unit seeks to develop an understanding of a nation that has evolved through the immigration of many peoples. It endeavors to support the realization that changes have resulted from the contributions made to the American culture by many different groups. Recognition is given to the motivation and outcome of immigration. Further, an opportunity is afforded to coordinate materials from documents, music, art and literature.

A NATION EVOLVES FROM IMMIGRATION

OBJECTIVES

1. The students will be able to identify orally or in writing several of the groups that have immigrated to America.
2. The students will be able to distinguish and analyze the multiple causes of immigration.
3. The students will be able to identify orally and/or in writing some of the unique contributions made by ethnic and national groups in the United States.
4. The students will be able to identify by example the multiple and complex problems that resulted from immigration.
5. The students will be able to give examples showing that Americans are immigrants or descendants of immigrants.
6. The students will demonstrate their willingness to receive information about other people and attempt to understand about other people.
7. The students will demonstrate in written or oral form a greater acceptance of other cultures and a willingness to interact with others.

OUTLINE FOR UNIT I

A NATION EVOLVES FROM IMMIGRATION

A. Motivation for Immigration

1. Search for economic opportunity
2. Search for religious freedom
3. Search for personal and political freedom
4. Forced immigration - i.e. slaves, bound people, criminals.

B. Welding a Nation Through Immigration

1. Contributions to various fields of endeavor
   a. Arts
   b. Sciences
   c. Technology
   d. Sports
2. Problems faced by immigrants
   a. Prejudice and discrimination
   b. Adjusting to new environment
   c. Poverty
   d. Restrictive legislation

Grade 5 Unit I - A Nation Evolves from Immigration

CONCEPT-ORIENTED SUB-TITLE	TEACHING
A. Motivation for Immigration	I. Opener:
1. Economic	Show a map of the world on
a. Immigrant b. Migrant c. Emigrant	Have map showing ancestry o American people.
	Washington, George - Franklin, Benjamin - Jefferson, Thomas - Bell, Alexander Graham - King, Martin Luther - du Pont, Irenee - Kennedy, John F. - Agnew, Spiro - Berlin, Irving - Einstein, Albert - Eisenhower, Dwight D. - Como, Perry -
	Have children speculate as the bulletin board.
	Have each child select a pe science or arts field. Have about the ancestry of this the bulletin board.
	II. Opener:
	Ask children: 1. Have you ever moved to 2. Why did you move? 3. Did the move cause any 4. What are some of the th
	From the opening questions there were a variety of reas because of the move.
	List answers on the board o reference.

Evolves from Immigration

TITLE	TEACHING STRATEGIES
ion	I. Opener: Show a map of the world on the bulletin board. Have map showing ancestry of some of the more famous American people. Washington, George - England Franklin, Benjamin - England Jefferson, Thomas - England Bell, Alexander Graham - Scotland King, Martin Luther - Africa du Pont, Irenee - France Kennedy, John F. - Ireland Agnew, Spiro - Greece Berlin, Irving - Russia Einstein, Albert - Germany Eisenhower, Dwight D. - Germany Como, Perry - Italian Have children speculate as to the significance of the bulletin board. Have each child select a personality from the sports, science or arts field. Have them get information about the ancestry of this person in order to add to the bulletin board. II. Opener: Ask children: 1. Have you ever moved to another school or community? 2. Why did you move? 3. Did the move cause any changes in your life? How? 4. What are some of the things you left behind? From the opening questions elicit from the children that there were a variety of reasons, problems and adjustments because of the move. List answers on the board or make a chart for future reference.

Grade 5 Unit I

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
I. Map of World Map of United States Map of Maryland Encyclopedia	II. Make a family tree using a chart or make a cardboard tree using the roots to represent your ancestors.

ATERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
States		1. Evaluate child's research and contribution to group discussion and bulletin board.
nd		
	II. Make a family tree using a chart or make a cardboard tree using the roots to represent your ancestors.	II. Evaluate child's contribution to group discussion.

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE

A. Motivation for Immigration (continued)

1. Economic (continued)

2. Religious Freedom

III. Opener:

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IV. Opener:

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e. In
5. Compar

ion Evolves From Immigration

ED SUB-TITLE		TEACHING STRATEGIES
gration (continued)	III.	Opener:
inued)		Do you know where your parents and grandparents came from?
		Did they come from any place other than the United States?
		As an assignment have children interview parents, relatives, or neighbors about their ancestry. Act as a reporter to interview.
		What are some questions we should ask in interviewing? 1. When did they come to America? 2. From what countries did they come? 3. For what reason did they come? 4. Where did they settle? 5. What was their occupation before coming? (Note: Do not press for an answer to all these questions. Accept what the children are able to find out.)
edom	IV.	Opener:
		From the information acquired through interview, compile the results on the board. Total the results of national origin to be used in a bar graph. 1. During the discussion of ancestry have the children locate their origin on a map. 2. Be sure to establish the meaning of ancestry , immigrant, emigrant, migrant, descendant. 3. Start an on-going vocabulary list or box. 4. List the reasons for coming to a new country. a. Religious b. Economic c. Adventure d. Freedom e. Involuntary servitude 5. Compare these reasons with the first list of reasons.

CONTENT AND MATERIALS	VARIANTS IN STRATEGIE AND CONTENT
	III. Write about traditions o customs of your family. Can you bring pictures o somebody tell about bein immigrant.
	IV. Locate origins on a wall or bulletin board using made by pupils to repres ancestral background. M key to explain symbols.

S	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
	III. Write about traditions or customs of your family. Can you bring pictures or have somebody tell about being an immigrant.	III. Evaluate child's interview and report
	IV. Locate origins on a wall map or bulletin board using symbols made by pupils to represent his ancestral background. Make a key to explain symbols.	IV. Evaluate children's contribution to discussion.

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE

A. Motivation for Immigration (continued)

2. Religious Freedom (continued)

V. Opener:

Who were some
land?

Encourage chil
people were ar
(Indians-Vik

Read to get mo

VI. Opener:

Filmstrip and

As children wa
answers to the

1. Who were t
2. Where did
3. When did t
4. Where did
5. What types
did they f
6. What probl
7. What knowl
8. What new s
9. What did t

If questions a
find out.

ation Evolves From Immigration

D SUB-TITLE	TEACHING STRATEGIES
igration (continued) eedom (continued)	V. Opener: Who were some of the first people who came to this land? Encourage children to speculate about who the first people were and from where they came and why. (Indians-Vikings) Read to get more information about same. VI. Opener: Filmstrip and record <u>The First Settlers</u> - frames 1-31. As children watch and listen they will try to find answers to the following questions: 1. Who were the settlers? 2. Where did they come from? 3. When did they come? 4. Where did they settle? 5. What types of climate, land and national resources did they find? 6. What problems did they face? 7. What knowledge and skills did they bring with them? 8. What new skills did they have to learn? 9. What did they contribute to America? If questions are not answered in the film, then read to find out.

Grade 5 Unit I -

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
V. - VI. - VII. - VIII.	V. Children may investigate customs and contributions of the Indians and/or Vikings.
In These United States Preston & Tottle D. C. Heath	
Living in the United States Cutright and Jarolimik MacMillan Co.	
Early Settlers in America Helene Hanf Charles E. Merrill	VI. "Croaton" "Virginia Dare" "Lost Colony" Tell what these words have in common. Read to find out about Roanoke and write your ending to this venture.
The First Book of Early Settlers Louise Dickinson Rich Franklin Watts, Inc.	
Our Country's Story Laidlaw Bros.	Susan Constant, Godspeed and Discovery
Your Country and Mine G. S. Brown Ginn and Co.	Read about these three vessels and write a story about being aboard in the crossing. It can be a log or letter.
VI.	Colonial Doll Have a group of students ask a farmer for some of the ears of corn left in his field. (Not husked). Collect some wild berries to make dye. Use ear of corn (with husks) as the total doll. Use the dye for facial features.
FS & R Discovery, Exploration and Colonization of America SVE - The First Settlers-Jamestown	

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
V. Children may investigate customs and contributions of the Indians and/or Vikings.	V. Evaluate students' contributions to class presentation.
VI. "Croaton" "Virginia Dare" "Lost Colony" Tell what these words have in common. Read to find out about Roanoke and write your ending to this venture. Susan Constant, Godspeed and Discovery Read about these three vessels and write a story about being aboard in the crossing. It can be a log or letter. Colonial Doll Have a group of students ask a farmer for some of the ears of corn left in his field. (Not husked). Collect some wild berries to make dye. Use ear of corn (with husks) as the total doll. Use the dye for facial features.	VI. In which colony would you like to have lived in colonial days? Why? Pretend you are one of the Jamestown settlers and write a letter to a friend in England. You might tell in detail about the conditions that made Jamestown a poor place to live. Pretend you have come to America. Write an autobiography or diary explaining reasons, problems, customs, and personal feelings. Base your writings on information you have learned from your readings and class discussions. Check on vocabulary.

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE

A. Motivation for Immigration (continued)

3. Personal and Political Freedom

VII. Opener:

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VIII. Opener:

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7. Va

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SUB-TITLE	TEACHING STRATEGIES
ration (continued)	VII. Opener:
olitical Freedom	Start an on-going time-line of important dates and events in American History. Have a large one for class and each child can do an individual one. All important dates will be added to help understand historical sequence.

VIII. Opener:

Read to the class a story about another colony. (Plymouth). Suggested reference Children of the Mayflower.

A. Have children use same questions as were used for the Jamestown study. They may read to supplement the information.

B. Using their answers have class compare and contrast the two colonies. The following main ideas should be brought out.
   1. Came from another continent.
   2. Came for different reasons.
   3. All experienced hardships.
   4. Brought their own culture.
   5. Recognition of some type of government.
   6. Problems in religion.
   7. Variety of contributions:
      a. Government
      b. Slavery
      c. Language
      d. Others

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
VIII.	VIII.
How Documents Preserve Our Freedom Benefic Press	Show Film F 72 Pilgrims or F-105 Pilgrims in America Part 2.
Children of the Mayflower Comfort	Refer to questions used for discussion of Jamestown.
F 72 Pilgrims - County Media Center	Children may divide into groups and prepare reports on the settlement of each of the original colonies.
F 105 Pilgrims in America Part 2- County Media Center	Discuss qualities of leadership as exhibited by the early settlers.
FS 86 Miles Standish, County County Media Center	Colonial Bonnet Instructions in McCall's Make It Book or Fun with Paper. Can be found in Media Center.
FS 7R The Puritans and the Pilgrims, County Media Center	Quill Pen Get turkey feathers. Cut shaft tip at an angle. Use dye or ink made from berries to do some writing.

TERIALS	VARIANTS IN STRAT GIES AND CONTENT	EVALUATION
rve Our Freedom flower County Media Center America Part 2- ia Center ish, County ia Center s and the Pilgrims, ia Center	VIII. Show Film F 72 Pilgrims or F-105 Pilgrims in America Part 2. Refer to questions used for discussion of Jamestown. Children may divide into groups and prepare reports on the settlement of each of the original colonies. Discuss qualities of leadership as exhibited by the early settlers. Colonial Bonnet Instructions in McCall's Make It Book or Fun with Paper. Can be found in Media Center. Quill Pen Get turkey feathers. Cut shaft tip at an angle. Use dye or ink made from berries to do some writing.	VIII. List those factors that indicate the similarities and differences between Jamestown and Plymouth. (List in two columns). Compare three groups living in America at that time - Negro, Indian, Colonists. (List similarities and differences in columns).

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRATEG
A. Motivation for Immigration (continued)	IX. Opener:
3. Personal and Political Freedom (continued)	Have a picture of the Sta Liberty Enlightening the board. We have talked ab the earlier immigrants. who immigrated to this ne grants of today have the Read the story The Story by Natalie Miller, Childr give background of the st Have copies of the poem " Lazarus. 1. Read the poem. 2. What does she mean 3. To whom is the auth second part of the 4. What do you think t
	X. Opener: Show the film The Meltin using the following quest 1. What was the first 2. What did the Statue symbolize to the im 3. What hopes or belie have for the new co betterment for chil 4. What were some of t immigrants? (Langua of money.) 5. What was the signif stopping at Ellis I 6. Where did they sett for a living?

TEACHING STRATEGIES

) IX. Opener:

(continued) Have a picture of the Statue of Liberty (Real name- Liberty Enlightening the World) on the bulletin board. We have talked about some of the hopes of the earlier immigrants. Were these the last people who immigrated to this new world? Do the immigrants of today have the same hopes?

Read the story The Story of the Statue of Liberty by Natalie Miller, Children's Press, Chicago to give background of the statue.

Have copies of the poem "The New Colossus" by Emma Lazarus.

1. Read the poem.
2. What does she mean "Mother of Exiles"?
3. To whom is the authoress referring in the second part of the poem?
4. What do you think the poem means to immigrants?

X. Opener:

Show the film The Melting Pot. Discuss the film using the following questions as a guide.

1. What was the first thing the immigrant saw?
2. What did the Statue of Liberty mean or symbolize to the immigrants?
3. What hopes or beliefs did the immigrants have for the new country? (Land of gold, betterment for children, if not for self.)
4. What were some of the problems of the immigrants? (Language, place to live, lack of money.)
5. What was the significance of all immigrants stopping at Ellis Island?
6. Where did they settle and what did they do for a living?

CONTENT AND MATERIALS	VARIANTS IN STR AND CONTEN
IX. Picture of the Statue of Liberty Copy of the poem "The New Colossus" The Story of the Statue of Liberty, Natalie Miller McClellan, Black & Black Citizens All , Houghton Mifflin	IX. The first line of the poe ferring to one of the Sev Ancient Wonders of the Wo See what you can find abo Colossus of Greek fame. Gather information about significance of Ellis Isl in New York Harbor before Gather information about coming an American citize (Specific procedures.) Ci All, McClellan, Black & B H/M. Investigate condit countries from which larg of immigrants came.
X. F 88 The Melting Pot County Media Center	X. Is America a "Melting Pot it in the words of histor Digler, "a salad" where " the salad is an entity, t lettuce can still be dist from the chicory, the tom from the cabbage". Explai your own words what this Do you think we are a "me pot" or "salad"? Justify answer.

RIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
of Liberty New Colossus" e of Liberty,	IX. The first line of the poem is referring to one of the Seven Ancient Wonders of the World. See what you can find about a Colossus of Greek fame. Gather information about the significance of Ellis Island in New York Harbor before 1954. Gather information about becoming an American citizen. (Specific procedures.) Citizen's All, McClellan, Black & Black H/M. Investigate conditions in countries from which large groups of immigrants came.	IX. How do the reasons immigrants had for coming to America in the late 19th and early 20th centuries compare with the reasons they had for coming to America during the colonial period?
ck on Mifflin		
nter	X. Is America a "Melting Pot" or is it in the words of historian Carl Digler, "a salad" where "though the salad is an entity, the lettuce can still be distinguished from the chicory, the tomatoes from the cabbage". Explain in your own words what this means. Do you think we are a "melting pot" or "salad"? Justify your answer.	X. Why is "nation of immigrants a good name for the United States? Why are you proud to be an American? How can you show your love for America? (Evaluate responses to the above questions.)

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE

A. Motivation for Immigration (continued)

3. Personal and Political Freedom (continued)

X. (continued)

7. How was this nece
United States?
8. Were all immigran
America?
9. What did the immi
in America?
10. What did some imm
11. What is the meani
12. Is America really

olves From Immigration

-TITLE	TEACHING STRATEGIES
(continued)	X. (continued)
l Freedom (continued)	7. How was this necessary for the growth of the United States? 8. Were all immigrants successful after coming to America? 9. What did the immigrants have to do to survive in America? 10. What did some immigrants contribute to America? 11. What is the meaning of Melting Pot? 12. Is America really a Melting Pot?

Grade 5 Unit I

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION

CONCEPT-ORIENTED SUB-TITLE	TEACHING
B. Welding a Nation Through Immigration 1. Contribution 2. Problems	XI. A. When did immigration t process.) B. What were some of the in this film? C. Were there any other g Irish - Negroes- Jews D. Let's investigate some E. Students may select a study. Use the follow 1. What reasons did 2. Compare these rea the Colonial peri 3. What things in Un attracted immigra 4. What obstacles di 5. Were they able to 6. Did all immigrant 7. How did the peopl the immigrants? 8. What were some of "your" group made 9. Who were some out F. Have class in media ce available. After read will compile their inf ways. G. Following group presen filmstrip and records acquired. H. After all background m do a summary chart of of all immigrant group

From Immigration

TEACHING STRATEGIES

ation

XI. A. When did immigration take place? (continuing process.)

B. What were some of the groups of immigrants mentioned in this film?

C. Were there any other groups?
Irish - Negroes- Jews - Puerto Ricans - Chinese

D. Let's investigate some of these individual groups.

E. Students may select a particular group for in-depth study. Use the following questions as a guide:
1. What reasons did they have for coming?
2. Compare these reasons with the reasons of the Colonial period.
3. What things in United States would have attracted immigrants?
4. What obstacles did the immigrants face:
5. Were they able to overcome these obstacles?
6. Did all immigrants choose to remain here? Why?
7. How did the people in America feel about the immigrants?
8. What were some of the contributions that "your" group made to this country?
9. Who were some outstanding people?

F. Have class in media center utilizing all materials available. After reading and note-taking, children will compile their information and share in various ways.

G. Following group presentations, use Warren Schloat filmstrip and records to supplement information acquired.

H. After all background materials have been presented do a summary chart of problems and contributions of all immigrant groups studied.

rade 5 Unit I

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
I.	XI.	XI.

How Immigrants Contributed to Our Culture, Benefic Press

Minorities Have Made America Great,
FS & R Warren Schloat

Folk Songs in American History #2
FS & R Warren Schloat

In America Series
Carl Spangler, Lerner Publishers

The Immigrant's Experience
Harvard Social Studies Project

Negroes Who Helped America
Madaline Stratton, Ginn & Co.
Biographical FS #552-557
(County Media Center)

Reading Exercises in Negro History
Continental Press Inc.

In These United States
Encyclopedia
Media Center Resources

Great Names in American History
Laidlaw Bros.

Poem "I Am An American". Read and give your feelings about it.

Choose a famous immigrant and write a biographical sketch about him/her.

Design posters and/or ads to advertise the United States to possible immigrants.

Prepare descriptive brochure for possible immigrants giving information about opportunities in the United States.

Reports on prejudice, discrimination, civil rights laws and/or segregation.

Divide into groups representing countries of the world. Prepare an international lunch of foods characteristic of these respective countries.

Listen to music of the various nationalities.

Suggestions for Learning Centers
These may be teacher or student planned. The students collect data at the beginning of the Unit or establish the centers as a culminating activity.

Write a paragraph or poem telling how immigrants have helped America.

Has this been the "Land of Opportunity" for all groups? Why?

We are a nation of immigrants or "descendants of immigrants" Explain.

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE		TEACHING
B. Welding a Nation Through Immigration (continued) 1. Contribution (continued) 2. Problems a. Discrimination b. Segregation	XI. H. (cont'd.)	PROBLEM Discrimination Housing-Ghettos Job opportunity Religion

I. What special proble

How is immigration
minorities?

What are the major
What are their spec

Is anything being d
groups? What can we
solve these problem

J. Culminating Activit
1. Plan and execut
Exhibit contrib
groups. Listen
dances, games,
2. Write and produ
of the various
life.

B-TITLE		TEACHING STRATEGIES	
		PROBLEMS	CONTRIBUTIONS
Immigration .... nued)	XI. H. (cont'd.)	Discrimination Housing-Ghettos Job opportunity Religion	Arts - Music Literature Science Technology Sports - Baseball Football Bowling Politics
ed)			

I. What special problems have immigrant groups faced?

How is immigration related to the development of minorities?

What are the major minority groups in America? What are their special problems?

Is anything being done to help these minority groups? What can we do as individuals to help solve these problems?

J. Culminating Activity
1. Plan and execute an international fair. Exhibit contributions of various national groups. Listen to music, sample foods, dances, games, and other contributions.
2. Write and produce a play showing contributions of the various national groups of American life.

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION

XI. (continued)
Suggestions for Learning Centers
(continued)

A. The Contributions of each major minority group (Afro-American, Italian, etc.) utilize trade books, magazines,newspapers.

B. Problems of Minorities in America. Consider present day problems such as housing and education.

C. Stages of Immigration.
How Americans Got Here
1. Pre-Columbian
2. Colonial
3. Slave Trade
4. Recent Immigration

Do research in order to chart the various stages of immigration. Prepare charts and maps. Collect pictures.

D. Immigration Laws in the United States.

Do research to answer these questions:
1. When were they written?
2. Why were they written?
3. What were some of the provisions of these laws?
4. What is the quota system? How does it work?
5. From which countries could the greatest number of people come to the United States? the least number?
6. Why was the quota system for immigrants unfair?
7. What do you think about the immigration laws? Why?

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRATEGIES
3. Welding a Nation Through Immigration (continued)	See "Variants in Strategies and Content"

XI. (continued)
Suggestions for Learning Centers
(continued)

E. Remembering Benjamin Banneker
1. Read about Benjamin Banneker. Find out about the important events in his life.
2. Benjamin Banneker was interested in the science of astronomy. Prepare a scrapbook on the subject (reports, pictures and/or drawings about the various astronomical bodies. Is there any area of science in which you are interested? Why? (You may prefer to prepare a scrapbook on that subject).
3. Benjamin Banneker wrote an almanac. How does an almanac differ from other books? What subjects would you need to learn before writing an almanac? Find out about Poor Richard's Almanac.
4. Benjamin Banneker helped to design plans for the city of Washington, D.C. Find out what work is involved in planning a city. Lay out the plans for a model city on a table using various materials.

F. George Washington Carver
1. Read to find out about the life and accomplishments of George Washington Carver.
2. George was given a Bible. He kept this book for 70 years. Why do you think George treasured this book? Have you ever owned anything of value? Why was it of value to you?

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRATEGIES
B. Welding A Nation Through Immigration (continued)	See "Variants in Strategies and Content"

XI. (continued)
Suggestions for Learning Centers
(continued)

F. 2. (continued)
Does something have to cost a lot of money in order to be treasured by a person? Why? Why not?

3. George left the Carvers in order to obtain an education. Why did he have to leave home for an education? Would you ever leave home for some reason? What? How can you get an education? Will you ever have to leave home to complete your education?

4. List the many things Dr. Carver made from the peanut and the sweet potato. Prepare a display of the products listed.

5. Assemble a nature book. Collect pressed wild and domestic flowers, roots, stems, leaves and seeds. Then label each specimen that you have collected.

G. Baseball

1. Read about Jackie Robinson's life and hopes.

2. Jackie was forced to leave school for a time in order to help his family. Have you ever had to go without something in order to help someone in your family? Has anyone in your family ever gone without something in order to help you? Tell us about it.

3. Collect and display pictures of other baseball players. Identify players with teams and positions.

Grade 5 Unit I - A Nation Evolves From Immigration

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRATEGIES
B. Welding A Nation Through Immigration (continued)	See "Variants in Strategies and Content"

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION

XI. (continued)

G. (continued)
4. Describe the position of each player on a baseball team.
5. Define the following baseball terms:

a. runs	l. pop-up
b. outs	m. dugout
c. shortstop	n. diamond
d. umpire	o. fly
e. grounder	p. homer
f. steal bases	q. innings
g. error	r. catcher
h. strike	s. fielder
i. bunt	t. foul
j. pitcher	u. batter-up
k. mound	

H. Today's Immigrants
Look through magazines and newspapers to see if you can find pictures and articles of people who are immigrating to America today. Make a collection of these. Tell the class who these people are and why they are immigrating to America.

A NATION EMERGES THROUGH CONFLICT TO A WORLD POWER

EXPLANATION

Man has been motivated in all ages by morals and ideals on the one hand, and by material wants and needs on the other. This unit looks at the various conflicts that have influenced the growth of our nation. An examination will be made of selected aspects of man's search for wealth, and his conflicting ideas that led to the eventual emergence of a nation as a world power. Consideration will be given to such possible results as shared settlements, negotiation, compromise and war.

A NATION EMERGES THROUGH CONFLICT

OBJECTIVES

1. The student will be able to identify the major causes of the age of expleration.

2. The student will be able to distinguish and analyze the reasons for the establishment of the various colonies.

3. The student will be able to list examples of man's disagreements that have been resolved through compromise.

4. The student will be able to list some major events and generalize concerning factors that lead to war.

5. The student will give evidence of our country's growth through expansion.

6. The student will indicate comprehension that a government's inability to resolve differences is likely to result in civil disturbances, riots, or wars.

7. The student will be able to obtain information from the various types of maps.

OUTLINE FOR UNIT II

A NATION EMERGES THROUGH CONFLICT TO A WORLD POWER

A. War for empire

1. Desire for wealth
2. Security of position as a world power.

B. Conflict of ideas.

1. Taxation without representation
2. Revolution for independence

C. Internal conflict

1. Basic freedoms and civil rights
2. Basic need for economic security
3. Need to resolve urban problems

D. The nation's role in world conflicts: leadership

Grade 5 Unit II - A Nation Emerges Through Conflict to a World Power

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRATEG
A. America Born in Conflict	I. Opener: A. Map of North America today. B. Map of same region during 17t claims. C. What do you know about these did they come to this land? D. Divide students into groups t about the following countries report: Spain, England, Franc Have children develop questio about each country. Make sur included. 1. Who were some of the im each country? 2. When did they come? 3. Why did they come? 4. What skills or expertis 5. What problems did they 6. What areas did they exp 7. What were the lasting r E. Begin an on-going vocabulary F. Start on-going class and indi

ation Emerges Through Conflict to a World Power

NTED SUB-TITLE	TEACHING STRATEGIES
onflict	I. Opener: A. Map of North America today. Has it always been this way? B. Map of same region during 17th century showing various claims. C. What do you know about these early European peoples? Why did they come to this land? D. Divide students into groups to read and gather information about the following countries in order to prepare a group report: Spain, England, France. Have children develop questions that should be answered about each country. Make sure the following questions are included. 1. Who were some of the important men who came from each country? 2. When did they come? 3. Why did they come? 4. What skills or expertise did they have? 5. What problems did they have? 6. What areas did they explore? 7. What were the lasting results of their explorations? E. Begin an on-going vocabulary list, chart, notebook or box. F. Start on-going class and individual time-line.

Grade 5 Unit II

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT	
I. Map of North America today and during the 17th Century. Exploration and Colonization Part 2, Milleken Publishing Co., St. Louis, Missouri (Transparencies & Duplicating Pages) Baker The Story of Christopher Columbus Ponce de Leon Dalgliesh America Begins The Columbus Story Buehr, W. Spanish Conquistadors in North America French Explorers in America Berger Discoverers of the New World	I. Write and/or illustrate stories of the explorers (journals, logs, diaries). Write biographies or poems for a class booklet about famous explorers. Trace routes on globes or maps. Make a mural showing a panorama of the exploration period. Play a game "Who Am I?"	I. Usi gro Usi dra suc 1. 2. 3. Ask

	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
day and ation shing ri icating cher s in America ew World	I. Write and/or illustrate stories of the explorers (journals, logs, diaries). Write biographies or poems for a class booklet about famous explorers. Trace routes on globes or maps. Make a mural showing a panorama of the exploration period. Play a game "Who Am I?"	I. Using the information acquired in groups, fill out individual charts.

	PEOPLE
From	
To	
When	
Reasons	
Problems	
Results	

Using the chart, have children draw conclusions in answer to such questions as the following:

1. Can you find anything that is similar about all these explorers?
2. What differences do you notice?
3. How do you account for these differences and similarities?

Ask, "If you could write only one sentence about what you have been discussing, what would you write?"

Grade 5 Unit II - A Nation Emerges Through Conflict to a World Power

CONCEPT-ORIENTED SUB-TITLE	TEACHING ST
A. America Born in Conflict (continued)	II. Opener: A. This land is ours! (written English on bulletin board). B. Discuss this statement using used in I-B. C. Make sure that the children various countries claimed t D. Divide children into groups about each country's attemp statement true. Children s colonies were established t Children should find answer 1. When was the first se 2. Was it successful? If and English settlement 3. When and where were t French and English se 4. Who were some of the 5. What was life like in 6. What were some of the the settlements? E. Have class summarize to bri differences. Emphasize fir claiming of same land. (Ohi Oregon.)

TEACHING STRATEGIES

II. Opener:

A. This land is ours! (written in Spanish, French and English on bulletin board).

B. Discuss this statement using the 17th century map used in I-B.

C. Make sure that the children understand that the various countries claimed the land.

D. Divide children into groups to find information about each country's attempts to make the opening statement true. Children should conclude that colonies were established to hold their claims.

Children should find answers to the following:

1. When was the first settlement started? Where?
2. Was it successful? If not, why? (First French and English settlements were unsuccessful).
3. When and where were the first successful French and English settlements?
4. Who were some of the leaders?
5. What was life like in the settlements?
6. What were some of the lasting influences of the settlements?

E. Have class summarize to bring out similarities and differences. Emphasize first conflicts over claiming of same land. (Ohio Valley, New Orleans, Oregon.)

Grade 5 Unit II

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
II. Russell The French and Indian War Fishwick Jamestown, First English Colony Stamford-McCall You and the United States Spanish and French Dictionaries Pictures of Spanish People Pictures of French People	II. Illustrate the influences of th Spanish, French and English on American customs, clothing, foo and language. This can be done through drawings, lists or dramatizations. An example of this influence is shown by the array of Spanish, French and Dutch names for citi towns and other areas in Americ

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
II. Illustrate the influences of the Spanish, French and English on American customs, clothing, foods and language. This can be done through drawings, lists or dramatizations. An example of this influence is shown by the array of Spanish, French and Dutch names for cities, towns and other areas in America.	II. What qualities did some of these men have that made it possible for them to accomplish what they set out to do? Elicit responses such as leadership and character qualities. Have children consider other periods and areas of exploration such as space and under water. Compare similarities, differences and chance of success. Use newspapers and magazines as a source of reference.

ies

CONCEPT-ORIENTED SUB-TITLE

A. America Born in Conflict (continued)

III. Opener:

"The English are
French about the
retorted, "No, th
claiming the Ohio

A. What reason
the land?

B. What were the

C. Who had the m

D. When countrie
differences?
1. Compromi
2. Sale of
3. Give up
4. War

E. Are these typ
flicts? How
their differe

F. Add to time-l

Conflict of Ideas

IV. Opener:

A. "We have an c
She snubs us
She forgets
Which nobody
Benjamin
J

1. Discuss
written
a. Who

Through

E

TEACHING STRATEGIES

ued)

III. Opener:

"The English are trespassing on our land," said the French about the English fur traders. The English retorted, "No, this land is ours!" They were both claiming the Ohio territory.

A. What reason did the French give as their right to the land?

B. What were the English reasons?

C. Who had the most valid claim?

D. When countries disagree, how do they settle their differences?
   1. Compromise
   2. Sale of land
   3. Give up
   4. War

E. Are these typical solutions to international conflicts? How did the British and French resolve their differences? Class discussion.

F. Add to time-line.

IV. Opener:

A. "We have an old mother that peevish is grown;
   She snubs us like children that scarce walk alone;
   She forgets we're grown up and have sense of our own
   Which nobody can deny....."
   <u>Benjamin Franklin, First Great American</u>
   John Tottle

   1. Discuss lines from a song that was probably written by Benjamin Franklin.
      a. Who was the mother? Who were the children?

Grade 5 Unit II

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
III. In These United States Preston & Tottle D. C. Heath Our Country's Story Eibling, King and Harlow Laidlaw Bros. You and the United States Samford, McCall & Cunningham Living in the United States Cutright & Jarolimik MacMillan The Story of Our Country Brenda Pfaehler Harper & Row Publishers	III. A. What leaders emerged from this conflict? 1. George Washington 2. Examine and compare leadership qualities. B. Why do you think this war was called the "French and Indian War"? C. Add to vocabulary.
IV. Trails to Freedom in American History Coons, Prates and Cartwright In These United States Preston & Tottle D. C. Heath America is My Country Brown & Guadagnolo Houghton & Mifflin Co.	IV. For centers or enrichment A. Copy of Declaration of Independence. 1. Why is July 2, 1776, important. 2. Who wrote the Declaration of Independence? 3. Who were some of the people who signed it? 4. Read the first ten or fifteen lines. In a paragraph, give your understanding of this statement.

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
III. A. What leaders emerged from this conflict? 1. George Washington 2. Examine and compare leadership qualities. B. Why do you think this war was called the "French and Indian War"? C. Add to vocabulary.	III. Have children list results of the French and Indian War. A. Change in land control. (English area became enlarged. Use map). B. Colonists became more independent due to their success and freedom from fear of French. C. England in debt.
IV. For centers or enrichment A. Copy of Declaration of Independence. 1. Why is July 2, 1776, important. 2. Who wrote the Declaration of Independence? 3. Who were some of the people who signed it? 4. Read the first ten or fifteen lines. In a paragraph, give your understanding of this statement.	IV. Evaluate children's responses during discussion.

Grade 5 Unit II - A Nation Emerges Through Conflict to a World Power

CONCEPT-ORIENTED SUB-TITLE	TEACHI
A. America Born in Conflict (continued) Conflict of Ideas (continued)	IV. A. 1. (continued) b. Discuss size, 1) Size-many t 2) Age-oldest 3) Wealth-som of Britain 4) Government- c. Based on this sentiment or their positio B. In what way did En children? Why? 1. Read in severa information ab a. Restricting England. b. Help pay fo c. Pay other t d. Colonial le they paid. e. Sell their 2. Discuss areas tween England a. Common lang b. Protected t c. Indian paci d. Sale of goo 3. Discuss areas a. Nature of t b. Taxation. c. Representat 4. Have children without repres

TEACHING STRATEGIES

IV.

A. 1. (continued)

b. Discuss size, age, wealth, government:

1) Size-many times larger than British Isles
2) Age-oldest colony-150 years
3) Wealth-some more prosperous than people of Britain
4) **Government-Each has a form of government.**

c. Based on this information, what would the sentiment or feelings of colonists be about their position.

B. In what way did England keep the colonists as children? Why?

1. Read in several books (texts and library) for information about these problems.
   a. Restricting certain types of trade only with England.
   b. Help pay for the French and Indian War.
   c. Pay other taxes.
   d. Colonial legislators wanted to vote on taxes they paid.
   e. Sell their products as they pleased.
2. Discuss areas of agreement and cooperation between England and Colonists.
   a. Common language.
   b. Protected trade routes.
   c. Indian pacification.
   d. Sale of goods.
3. Discuss areas of disagreement.
   a. Nature of the Empire.
   b. Taxation.
   c. Representation
4. Have children interpret the phrase "Taxation without representation".

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT

IV. (continued)

Our Country's Story
Eibling, King & Harlow
Laidlaw Bros.

Living in the United States
Cutright & Jarolimik
MacMillan

Trail Blazers of American History
Mason & Cartwright
Ginn

Be a Better Reader (B)
Smith
Prentice Hall

The Story of Our Country
Pfachler

Films and Filmstrips
F-39 American Revolution
F-62 Thomas Jefferson
County Media Center

Makers of America

America is Born

The Story of American Freedom

America's Own Story

The First Book of the American Revolution

IV. (continued)

B. "I only regret that I have but one life to lose for my country."
1. Who said it?
2. What were the circumstances?
3. What do you think of this idea?

C. "Don't fire until you see the whites of their eyes."
1. Who said it?
2. What were the circumstances?
3. What do you think of this idea?

D. "I have not yet begun to fight".
1. Who said it?
2. What were the circumstances?
3. What do you think of this idea?

E. "All men are created equal."
1. What is meant by this statement?
2. Do you agree? Why?
3. Give some examples of your reasoning.

F. Comparative Study
1. The colonists believed that the Stamp Tax was unfair. Do you think any of the taxes we pay today are unfair?
2. Benjamin Franklin was sent to other countries to explain the problems of the American Colonies. Who in our government today talks to the leaders of other countries for us?
3. The laws which the colonists had to obey were made in England. By whom are our laws made?

ERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
y Harlow ed States imik merican ght (B) ountry ps Revolution fferson Center ican Freedom ry the American	IV. (continued) B. "I only regret that I have but one life to lose for my country." 1. Who said it? 2. What were the circumstances? 3. What do you think of this idea? C. "Don't fire until you see the whites of their eyes." 1. Who said it? 2. What were the circumstances? 3. What do you think of this idea? D. "I have not yet begun to fight". 1. Who said it? 2. What were the circumstances? 3. What do you think of this idea? E. "All men are created equal." 1. What is meant by this statement? 2. Do you agree? Why? 3. Give some examples of your reasoning. F. Comparative Study 1. The colonists believed that the Stamp Tax was unfair. Do you think any of the taxes we pay today are unfair? 2. Benjamin Franklin was sent to other countries to explain the problems of the American Colonies. Who in our government today talks to the leaders of other countries for us? 3. The laws which the colonists had to obey were made in England. By whom are our laws made?	IV. (continued) A."You Were There" 1. Prepare a play depicting the story of the War for Independence. Evaluate children's accuracy of information and data. 2. You might be a modern Paul Revere or William Dawes. Instead of riding from town to town with your news, you could broadcast it before a make-believe microphone. Several pupils can be called to the microphone to tell what they saw or did during the excitint events of the period. Evaluate children's accuracy of information and data. Evaluate children's responses in group discussions.

CONCEPT-ORIENTED SUB-TITLE

A. America Born in Conflict (continued)

Conflict of Ideas (continued)

IV. (continued)

C. What action resul
"To watch those e
declared their in
being plowed or a
thing was going t
going to happen,
Not the wisest kn
Stephe

Did men think lik
did Benet have wh
the 1940's.)

D. Discuss the poem'
events that led t
Suggested sequenc
1. Committees of
2. Boston Tea Pa
3. Sons of Liber
4. Minutemen
5. Blockade of B
6. Declaration o
7. Lexington an
8. Continental C
9. Bunker Hill
10. Declaration o

E. Declaration of In

Examine document
information.
1. When written?
2. By whom?
3. Where?
4. Who were sign
5. Did any Maryl
6. What are the
7. Discuss the s
our history.

SUB-TITLE	TEACHING STRATEGIES
ict (continued)	IV. (continued)
(continued)	C. What action resulted from this conflict of opinion? "To watch those early years just before the colonies declared their independence is like watching a field being plowed or a sea with a storm rising...Something was going to be born - but what? Something was going to happen, explode, break, alter - but what? Not the wisest knew." **Stephen Vincent Benet**
	Did men think like this at the time? What advantage did Benet have when he wrote this? (He wrote it in the 1940's.)
	D. Discuss the poem's meaning, then read to find those events that led to separation from Britain. Suggested sequence: 1. Committees of Correspondence 2. Boston Tea Party 3. Sons of Liberty 4. Minutemen 5. Blockade of Boston 6. Declaration of Rights and Grievances (1774) 7. Lexington and Concord 8. Continental Congress (1st and 2nd) 9. Bunker Hill 10. Declaration of Independence
	E. Declaration of Independence Examine document and read in various texts to find information. 1. When written? 2. By whom? 3. Where? 4. Who were signers? 5. Did any Marylander's sign it? 6. What are the main ideas of the document? 7. Discuss the significance of the documentation on our history.

Grade 5 Unit II

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION

IV. (continued)

Paul Revere and the Minute Men
Fisher

Fourth of July Story
Dalgliesh

Films and Records

Folk Songs and the Declaration of Independence
Schloat

Record
The Colonial Era -
Boston Tea Party
Part 2 Side 2 Band 3
S.V.E.

Filmstrip and Record
Discovery, Exploration and Colonization of America -
The Prelude to Independence
S.V.E.

IV. (continued)

Reading

A. Benjamin Franklin and Thomas Jefferson were known for their inventions. Some pupils may want to read about these inventions and tell the class about the most interesting ones.

B. Read the story of how Benedict Arnold turned traitor.

C. Examine a copy of Poor Richard's Almanac.

D. Just as France once helped our country, so we have helped other countries. Who called on us? What countries have we helped? What did we do for them?

Poetry

"Paul Revere's Ride", Longfellow

"What's In a Name?", H. F. More

"The Concord Hymn", Emerson

Music

American History with Folk Songs
Set #1, (32 Revolutionary War)
S.V.E.

Grade 5 Unit II - A Nation Emerges Through Conflict to a World Power.

CONCEPT-ORIENTED SUB TITLE	TEAC
A. America Born in Conflict (continued)	IV. (continued)
Conflict of Ideas (continued)	F. "Declaring indepe winning it". 1. Students will the main even a. Valley Fo b. Saratoga c. Yorktown 2. Read to find conflict. a. Surrender b. Treaty wi c. Problems d. The loss
	G. How did minority ary period? Have concerning repres 1. Negro - 2. Jewish - 3. Polish - 4. French -
	H. Add to time-line
B. Conflicts Resulting from Territorial Expansion	V. Opener
Purchase.	A. Maps of the Unite after 1803. 1. Find the Miss How could the Kentucky and crops to mark 2. Locate New O To what count 3. Was any othe

Nation Emerges Through Conflict to a World Power.

NTED SUB TITLE	TEACHING STRATEGIES.
onflict (continued)	IV. (continued)
s (continued)	F. "Declaring independence was not the same as winning it". 1. Students will read to find information about the main events of the Revelutionary War. a. Valley Forge - Washingten's troops. b. Saratoga - Turning Point. c. Yorktown - Surrender. 2. Read to find information about results of conflict. a. Surrender at Yorktown. b. Treaty with England signed two years later. c. Problems of a new country. d. The loss to any people when they are at war.
	G. How did minority groups contribute to the Revolutionary period? Have the students search for data concerning representative groups: 1. Negro - Crispus Attucks Richard Allen Phyllis Wheatly Benjamin Banneker 2. Jewish - Hayn Solomon 3. Polish - Casimir Pulaski. 4. French - Lafayette
	H. Add to time-line and vecabulary.
ing from Territorial	V. Opener
	A. Maps of the United States showing before and after 1803. 1. Find the Mississippi River and its tributaries. How could the settlers who lived in Tennessee, Kentucky and Ohio best send their surplus crops to market? 2. Locate New Orleans - why was it important? To what country did it belong? 3. Was any other group involved?(Spanish)

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
IV. (continued)	IV. (continued)
	Language Arts Prepare a "Who's Who of the Revolutionary War.
Crispus Attucks Dharathula H. Millender	For the Military Buff
	A. Define these military terms fleet outpost retreat attack fortification recruit treaty of peace surrender
	B. Military Heroes Marquis de Lafayette John Paul Jones Sir William Howe Lord Cornwallis George Rogers Clark Baron Von Steuben Thaddeus Kosciuska
V. In These United States Preston & Tottle D.C. Heath	V. A. Discuss how our country gai Florida. Compare the size o Florida to that of the Loui Territory. Compare the cost each.
Living in the United States Cutright & Jarolimik MacMillan	
Your Country and Mine Tiegs-Adams Ginn	B. Find the cost per acre for Louisana Territory and comp it to the cost of land toda

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION

IV. (continued)

Language Arts

Prepare a "Who's Who of the Revolutionary War.

For the Military Buff

A. Define these military terms:

fleet	outpost
retreat	attack
fortification	recruit
treaty of peace	surrender

B. Military Heroes

Marquis de Lafayette
John Paul Jones
Sir William Howe
Lord Cornwallis
George Rogers Clark
Baron Von Steuben
Thaddeus Kosciuska

V. A. Discuss how our country gained Florida. Compare the size of Florida to that of the Louisiana Territory. Compare the cost of each.

B. Find the cost per acre for the Louisana Territory and compare it to the cost of land today.

V. Why was the Louisiana Purchase called the "greatest real estate bargain in history"? Explain.

ath
es
cMillan

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRA
B. Conflicts Resulting from Territorial Expansion (continued) Purchase (continued)	V. (continued) B. Read to find out how After reading, discus 1. Who owned New Orl 2. What other group 3. Why did France wa 4. Why did we want t 5. In what way was N citizens of the U of France? 6. What were the lon Louisiana Purchas C. Show film Louisiana P questions or as an op D. Add to time-line and
Compromise	VI. Opener Bulletin Board Two flags - Yankee a Pictures of Northern Pictures of Lincoln, A. Find out what the chi War. How might the N their differences? L (2) give in, (3) war. to know about it?" (try for these) 1. Main causes (inclu 2. Compromise of 1850 3. Missouri Compromis 4. Differences of Nor 5. Results and effect 6. Famous people

TEACHING STRATEGIES

terial

V. (continued)

B. Read to find out how these problems were resolved. After reading, discuss the following questions.
   1. Who owned New Orleans?
   2. What other group of people added to the problem?
   3. Why did France want to sell New Orleans?
   4. Why did we want to buy New Orleans?
   5. In what way was New Orleans more important to citizens of the United States than to citizens of France?
   6. What were the long term results of the Louisiana Purchase?

C. Show film Louisiana Purchase to get answers to questions or as an opener.

D. Add to time-line and vocabulary.

VI. Opener

Bulletin Board
Two flags - Yankee and Rebel
Pictures of Northern and Southern soldiers
Pictures of Lincoln, Grant, Lee and Davis.

A. Find out what the children know about the Civil War. How might the North and South have resolved their differences? List on board. (1) compromise, (2) give in, (3) war. Ask, "What would you like to know about it?"
(try for these)
   1. Main causes (including slavery)
   2. Compromise of 1850
   3. Missouri Compromise
   4. Differences of North and South
   5. Results and effects
   6. Famous people

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
V. (continued) The Story of Our Country F-71 Louisiana Purchase 16 min. B & W County Media Center	C. Ask, "How did a lack of communication and transportation play a part in the Louisiana Purchase?" "What might have happened if rapid communication had existed?"
VI. Film: F-116 True Story of the Civil War 33 min. B & W S.V.E. Leading American Negroes Douglas Folk Music in America Filmstrips and Records S.V.E. The Civil War Filmstrips and Records Film: Boyhood of Abraham Lincoln F-99 11 min.	VI. A. Discuss orally "Lee proved himself a great American who was even greater in defeat than in victory." B. Discuss orally. Was slavery contrary to the Declaration of Independence? C. Discuss orally. How was the life of the negro affected as a result of the war period? D. Clara Barton - American Red Cross. Do a report. E. Walt Whitman - Life and some of his poetry to share with class. F. Monitor and Merrimac. Read and give a book report. G. "Pick a Hero". Write a biographical sketch explaining the basis for his fame.

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION.

C. Ask, "How did a lack of communication and transportation play a part in the Louisiana Purchase?"
"What might have happened if rapid communication had existed?"

VI. A. Discuss orally "Lee proved himself a great American who was even greater in defeat than in victory."

B. Discuss orally. Was slavery contrary to the Declaration of Independence?

C. Discuss orally. How was the life of the negro affected as a result of the war period?

D. Clara Barton - American Red Cross. Do a report.

E. Walt Whitman - Life and some of his poetry to share with class.

F. Moniter and Merrimac. Read and give a book report.

G. "Pick a Hero". Write a biographical sketch explaining the basis for his fame.

VI. A. The Emancipation Proclamation freed all the slaves in the United States. Write a paragraph on why you agree or disagree with this statement.

B. If plantation owners had not used slaves, would there have been a plantation system? Write a paragraph giving your opinion.

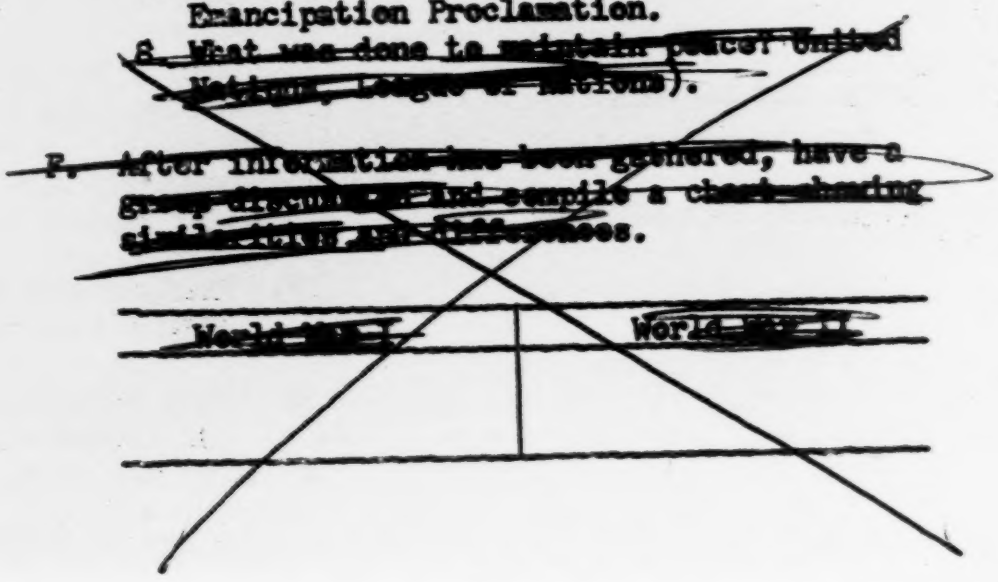
C. Write a paragraph on how things would be different today if England had recognized the South as a separate nation.

Grade 5 Unit II - A Nation Emerges Through Conflict to a World Power.

CONCEPT-CREATED SUB-TITLE	
B. Conflicts Resulting from Territorial Expansion (continued) Compromise (continued)	VI. (continued) B. Have a media ce... opportunity to ... available in cu... C. Class discussio... students. Deve... abolitionist, ... emancipate, s... D. Individual desk ... Northern, South... important battl... E. Film: True Sto... Reinforcement c... 1. How did both ... feel about t... 2. How did peop... about slavery... 3. What did Lin... (compromise)... 4. What was life... 5. How did the ... 6. What role did... peried in the... 7. Read and disc... Emancipation ... ~~8. What was done... Nation, Lee~~ ~~F. After Inf... group discus... similarities ...~~ ~~World War I~~

ation Emerges Through Conflict to a World Power.

SUB-TITLE	TEACHING STRATEGIES
ing from Territorial nued) tinued)	VI. (continued) B. Have a media center period to give children an opportunity to investigate materials that are available in our school on the Civil War. C. Class discussion of information obtained by students. Develop vocabulary: abolitionist, border state, blockade, emancipate, secede; D. Individual desk maps. Make a color key for Northern, Southern and Border States. Place important battles with victory or defeat flags. E. Film: <u>True Story of the Civil War</u>. Reinforcement of information already learned. 1. How did both people of the North and South feel about the election of Lincoln? 2. How did people of the North and South feel about slavery? 3. What did Lincoln propose about slavery? (compromise) 4. What was life like for a slave? 5. How did the South abuse the land? 6. What role did the negro play during the period in the North and South? 7. Read and discuss the meaning of the Emancipation Proclamation. 8. [illegible] F. [illegible] [illegible]



Grade 5 Unit II

CONTENT AND MATERIALS.	VARIANTS IN STRATEGIES AND CONTENT
VI. (continued)	VI. (continued)
Filmstrips and Records: Frederick Douglas FS & R 556	H. Filmstrips and cassettes about Frederick Douglas for further information.
George Washington Carver FS & R 553	I. Plan a debate on the slavery issue. Resolve: Slavery was advantageous to the country.
Walt Whitman FS 74	J. Construct a model of a plantation.
In These United States Preston & Tottle D.C. Heath	K. Records and filmstrips of Folk Music in America.
Living in the United States Cutright & Jaroliwik MacMillan	L. Underground Railroad 1. When did the slaves travel 2. Where were they going? 3. Who was the most famous conductor? 4. What were the stations? 5. Who helped escaping slaves 6. What dangers were to be avoided?
Poetry Barbara Fritchie O Captain, My Captain	

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
VI. (centinued)	VI. (continued)
H. Filmstrips and cassettes about Frederick Douglas for further information.	D. Oral discussion: Did Northerners who supported the Underground Railroad violate the law?
I. Plan a debate on the slavery issue. Resolve: Slavery was advantageous to the country.	E. Pretend that you were in the Union/Confederacy. Write a letter to a friend. Include the following information: 1. In what part of the country you lived. 2. Why you joined the army or were drafted. 3. In what part of the country might have fought. What major battles-under what general. 4. Under what circumstances you might have been fighting a relative, such as a brother or a cousin. 5. What advantage your side had in the war. 6. What problems you now face or what you plan to do (when the war ends)
J. Construct a model of a plantation.	F. Debate: "The Civil War Could Have Been Avoided"
K. Records and filmstrips of Folk Music in America.	
L. Underground Railroad 1. When did the slaves travel? 2. Where were they going? 3. Who was the most famous conductor? 4. What were the stations? 5. Who helped escaping slaves? 6. What dangers were to be avoided?	

Grade 5 Unit II - A Nation Emerges Through Conflict to a World Power.

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRA
B. Conflicts Resulting from Territorial Expansion (continued) Compromise (continued)	VI. (continued) G. Add to time-line and
World Conflict. 1. War 2. Negotiations	VII. Opener Bulletin Board. United Nations Pictures Lusitania sunk by submari Pearl Harbor bombed Dece A. Start a discussion wit peace between nations ground problems such 1. Someone picking on 2. Someone saying mean 3. Someone taking anot privileges. 4. Someone trying to t and run things his

on Emerge: Through Conflict to a World Power.

TITLE	TEACHING STRATEGIES.
om Territorial	VI. (continued)
	G. Add to time-line and vocabulary.
ued)	

VII. Opener

Bulletin Board.
United Nations Pictures or Newspapers to represent
Lusitania sunk by submarine May 1917.
Pearl Harbor bombed December 7, 1941.

A. Start a discussion with role playing as to what peace between nations means. Relate to playground problems such as:
   1. Someone picking on a "little guy."
   2. Someone saying mean things to another.
   3. Someone taking another's turn, property or privileges.
   4. Someone trying to tell others what to do and run things his way.

Grade 5 Unit II

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT

VII. Texts.

In These United States
Preston & Tottle D.C.Heath

Living in the United States
Cutright & Jarolimik - MacMillan

Filmstrips
S.V.E.
367-17 The Outbreak of World War II.

VII. A. League of Nations.
1. How many nations?
2. What did it do?
3. What were the main strengths and weaknesses?
4. Why did it fail?
5. How did it succeed?

B. United Nations.
1. What are the purposes of the United Nations?
2. What are the branches of the United Nations?
3. What are the functions of the branches?

RIALS

VARIANTS IN STRATEGIES AND CONTENT

EVALUATION

VI.(continued)

G. Do you agree or disagree with this statement? List your arguments in your notebook under these headings:

Avoided	Unavoided

H. Fill in following chart:

	North-South
1.Leaders	
a.President	
b.Military	
2.Capitals	
3.Flags	
4.Industry	
5.Famous songs	
6.Conditions after the war.	

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.C.Heath

States
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VII. A. League of Nations.
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2. What are the branches of the United Nations?
3. What are the functions of the branches?

VII. IT'S A DATE

List the following dates relative to World Wars I and II 1914; April 1917; November 11, 1918; December 7, 1941 and October 24, 1945. Write the important event that happened on these dates.

27A

CONCEPT-ORIENTED SUB-TITLE	TEACHING
B. Conflicts Resulting from Territorial Expansion (continued) World Conflict 1. War 2. Negotiations	VII. (continued) Nations sometimes act much How do nations resolve dif suggest possibilities incl mean to You? Using what you know abo your readings and viewi to similarities and dif war and World Wars I an Consider the foll wing: a. Technology b. Science c. Instruments of C d. Scope e. Good and bad eff B. Develop meaning of a that means the oppos C. Class discussion to already know about t strips, records and using maps, locate c allies. Guide child wars on the followin 1. Why did we enter 2. How long did eac 3. Which was more c 4. Areas where each Europe- World wi 5. Marshall Plan - 6. What was done to Nations, League

TEACHING STRATEGIES

itorial

VII. (continued)

Nations sometimes act much the same way as children. How do nations resolve differences? Children should suggest possibilities including war. What does war mean to You?

Using what you know about the Civil War from your readings and viewing make comparisons as to similarities and differences between that war and World Wars I and II.

Consider the following:

a. Technology
b. Science
c. Instruments of Combat
d. Scope
e. Good and bad effects of war.

B. Develop meaning of allies. What is a word that means the opposite. (enemy)

C. Class discussion to determine what children already know about two World Wars. Use filmstrips, records and reading materials. Then using maps, locate countries that were our allies. Guide children to compare the two wars on the following points:

1. Why did we enter?
2. How long did each last?
3. Which was more costly?
4. Areas where each war was fought.(stress Europe- World wide).
5. Marshall Plan - How did it help?(1945)
6. What was done to maintain peace?(United Nations, League of Nations)

Grade 5 Unit II

CONTENT AND MATERIALS.	VARIANTS IN STRATEGIES AND CONTENT

VII. Texts (continued)

Filmstrips

F-115 Aftermath of World War II

F.S.& R. 543 World War I
F.S.& R. 545 World War II
F.S.& R. 546 Post-War Years
367-18 America in World War II

Breetveld, Jim
Getting to Know United Nations Crusaders, New York, Coward-McCann, 1961

Cochrane, Joanna
Let's Go to the United Nations Headquarters, New York, Putnam, 1958

Epstein, Edna
The First Book of the United Nations, New York, Watts, 1960

Roosevelt, Eleanor and Ferris, Helen - Partners" The United Nations and Youth, New York Doubleday, 1960

Shepherd, David
We Were There at the Battle of the Bulge, New York, Grosset, 1961

United States Committee for UNICEF
Hi Neighbor, New York, Hastings, 1961

VI. (continued)

B.(continued)

4. What are the duties of the Secretary General?
5. What is UNICEF?
6. How has it succeeded and failed?

C. Children can write to the United Nations for materials

D. Children can do some related project about the United Nations such as a display on Bulletin Board - shadow box, pictures, scrap book

E. Investigate O.A.S., N.A.T.O., S.E.A.T.O. Good Neighbor Policy. Prepare a report to share with the class. Consider (1) what was it? (2) what was its purpose? (3) what was its effect?

F. Write a paragraph telling what we, as individuals, can do to prevent another war.

G. Have an exhibit of dolls of the world. Borrow or have children make and dress them.

H. "Can You Locate It?"
A contest using a large map. Divide class into teams - see which team can earn the most points locating the places and regions named in this unit.

d War II

I
II
Years
War II

Nations
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Putnam,

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Ferris,
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Hastings,

VARIANTS IN STRATEGIES AND CONTENT

VI. (continued)

B.(continued)

4. What are the duties of the Secretary General?
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6. How has it succeeded and failed?

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H. "Can You Locate It?" A contest using a large map. Divide class into teams - see which team can earn the most points locating the places and regions named in this unit.

EVALUATION

VII. (continued)

The First World War.

On each blank line write the word described by the numbered clue. Be sure to write the first letter of each word in the box.

☐___1.British passenger ship sunk by German submarine.
☐___2.World War I began on this continent.
☐___3.The group of countries of which the United States was one.
☐___4.The country best prepared for war.
☐___5.Another name for submarine.
☐___6.Russia was on German's _____ front.
☐___7.Another name for Europe.(two words)
☐___8.An ally of Britain, Belgium,Italy and Russia.
☐___9.World War I ended on this date.
☐__10.The chief ally of Germany.
☐__11.Weapons used by submarines.
☐__12.The boot-shaped Allied power.
☐__13.Petroleum product needed in war and peace.

CONCEPT-ORIENTED SUB-TITLE	TEACHI
B. Conflicts Resulting from Territorial Expansion (continued) World Conflict (continued) 1. War 2. Negotiations	D. After informati group discussio similarities an World War I
	E. Add to time-lin

ion Emerges Through Conflict to a Wo ld Power

-TITLE

TEACHING STRATEGIES.

from Territorial
)

(continued)

tions

D. After information has been gathered, have a group discussion and compile a chart showing similarities and differences.

World War I	World War II

E. Add to time-line and vocabulary

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
VII. (continued)	VII. (continued)
Snyder, Louis L. First Book of World War II, Watts	I. Who's Who? What contribution did these people make to world affairs? 1. Eleanor Roosevelt 2. Franklin Roosevelt 3. Woodrow Wilson 4. Adolf Hitler 5. Benito Mussolini 6. Dwight Eisenhower 7. Winston Churchill 8. Douglas MacArthur 9. Joseph Stalin 10. Charles de Gaulle
Bleven, Bruce Jr. The Story of D-Day. From Pearl Harbor to Okinawa, Random House (Landmark Books)	J. Debate. Resolved-Conflict is the natural state of man! Resolved-"Peace" is the unrealistic dream of a minority of mankind! Resolved- Conflict has made America great!
	Children may select on area to work.

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
VII. (continued)	VII (continued)
I. Who's Who? What contribution did these people make to world affairs? 1. Eleaner Roosevelt 2. Franklin Roosevelt 3. Woodrow Wilson 4. Adolf Hitler 5. Benito Mussolini 6. Dwight Eisenhower 7. Winston Churchill 8. Douglas MacArthur 9. Joseph Stalin 10. Charles de Gaulle	☐ 14. Countries that do not take sides in wars. ☐ 15. Three neutral countries beginning with the letter S Write a sentence explaining the meaning of the word you have spelled out with the boxes.
J. Debate. Resolved-Conflict is the natural state of man! Resolved-"Peace" is the unrealistic dream of a minority of mankind! Resolved- Conflict has made America great!	C. Write a paragraph comparing the causes and results of the first and second World Wars.
Children may select on area to work.	D. Give two reasons why the United Nations was founded.
	E. Write a sentence identifying each of the following people: Woodrow Wilson Harry S. Truman Dwight Eisenhower Douglas MacArthur Eleanor Roosevelt
	F. Evaluate children's work in participation of debate.

29A

Grade 5 Unit II - A Nation Emerges Thro h Conflict to a World Power

CONCEPT-ORIENTED SUB-TITLE	TEACHIN
C. Internal Conflicts in Modern America	VIII. Opener
Civil Rights	"We look forward to a w essential human freedom of speech, freedom to w ways, freedom from want of war." Presid J To Con
	A. Has this statement o a reality? How?
	B. What are our civil 1. Hold office. 2. Vote for candidat 3. Prepare for vocat 4. Attend church of 5. Freedom to expres 6. Freedom to attend 7. Freedom to own pr
	C. How have we abused o
	D. What are some abuses
Economic Security.	E. Develop the meaning "freedom of want". 1. How do we achieve a. education b. skills c. conservation d. science and t
Urban	2. What groups are f difficulties achi a. city resident b. farmers c. minority grou

TEACHING STRATEGIES

VIII. Opener

"We look forward to a world founded upon four essential human freedoms"——"They are freedom of speech, freedom to worship in their own ways, freedom from want and freedom from fear of war."

President Franklin D.Roosevelt
January 1941
To Congress of United States

A. Has this statement of Roosevelt's become a reality? How?

B. What are our civil rights?
   1. Hold office.
   2. Vote for candidate of choice.
   3. Prepare for vocation of choice.
   4. Attend church of choice.
   5. Freedom to express ourselves.
   6. Freedom to attend school.
   7. Freedom to own property.

C. How have we abused our freedom?

D. What are some abuses of our civil rights?

E. Develop the meaning or understanding of "freedom of want".
   1. How do we achieve this freedom?
      a. education
      b. skills
      c. conservation
      d. science and technology
   2. What groups are facing problems or difficulties achieving this freedom?
      a. city residents
      b. farmers
      c. minority groups (migrant, Negro, Indian,....)

Grade 5 Unit II

CONTENTS AND MATERIAL	VARIANTS IN STRATEGIES AND CONTENT.
VIII. Exploring American History In These United States Preston & Tottle D.C. Heath The Adventure of America S.V.E. 371-8 The American in the Cold War F.S. & R. 18½ min. Folk Songs in American History Set #2 Warren Schloat Band #5,6 F.S. & R. Ghettos of America Warren Schloat F.S. & R. Rush Toward Freedom F.S. & R. Warren Schloat	VIII. A. Have children clip pictures and articles from magazines dealing with problems in America today. These are to be shared with the class. They could be placed in an on-going scrap-book or bulletin board. B. Read books that treat the Negro's and other minority group's problems sympathetically. Examples: De Angli - Bright April Jackah - Call Me Charlie Sterling - Mary Jane C. Examine the Bill of Rights and subsequent Amendments 13,14,15 that have guaranteed the Civil Rights of all Americans. D. Read others that deal with Negro contributions to our society. Woodson and Wesley-Negro Makers of History Shoor - Jackie Robinson-Baseball Hero. Mean - Carver's George E. Investigate Supreme Court rulings and the Civil Rights Act of 1954. F. How has the United States worked to help end discrimination. G. The Constitution guarantees all citizens equal rights. Why must some people struggle to claim their rights?

VARIANTS IN STRATEGIES AND CONTENT.	EVALUATION
VIII. A. Have children clip pictures and articles from magazines dealing with problems in America today. These are to be shared with the class. They could be placed in an on-going scrapbook or bulletin board. B. Read books that treat the Negro's and other minority group's problems sympathetically. Examples: De Angli - Bright April Jackah - Call Me Charlie Sterling - Mary Jane C. Examine the Bill of Rights and subsequent Amendments 13,14,15 that have guaranteed the Civil Rights of all Americans. D. Read others that deal with Negro contributions to our society. Woodson and Wesley-Negro Makers of History Shoor - Jackie Robinson-Baseball Hero. Mean - Carver's George E. Investigate Supreme Court rulings and the Civil Rights Act of 1954. F. How has the United States worked to help end discrimination. G. The Constitution guarantees all citizens equal rights. Why must some people struggle to claim their rights?	VIII. A. In These United States Workbook p.67 B. Explain orally or in writing as briefly as possible what the following phrases mean to you: a. freedom of speech b. freedom of worship c. freedom from want d. freedom from fear of war. C. Today there are many trouble spots throughout the world. Mention two countries where world peace is threatened at this time. Give as many reasons as you can why each of these areas might be called trouble spots. Tell the United States policy toward these areas.

CONCEPT-ORIENTED SUB-TITLE	TEAC
C. Internal Conflicts in Modern America (continued)	VIII. (continued)
	F. Add to time-line
Cold War	G. The Nation's Role
	1. What other pr States have t
	2. What does "Co
	3. Use newspaper media to stud

erges Through Conflict to a World Power

-TITLE	TEACHING STRATEGIES
rn America	VIII. (continued) F. Add to time-line and vocabulary. G. The Nation's Role in World Conflicts. 1. What other problems does the United States have today? 2. What does "Cold War" mean? 3. Use newspapers, magazines and other news media to study problem of the time.

MAN AND HIS GOVERNMENT

EXPLANATION

The idea of self-government was probably the most important one the English settlers brought with them to the New World. Taking root during Colonial days, the struggle for freedom under law has been long and hard, and still continues today. An American citizen has certain rights and certain duties, both of which are equally important to the preservation of our government. This unit attempts to develop an understanding of this government from its inception and the changes and modifications of the system that have been made through legislation and court action. Consideration will be given to the rights and responsibilities derived from this institution.

MAN AND HIS GOVERNMENT

OBJECTIVES

1. The student will be able to demonstrate his understanding of the importance of self-government.
2. The student will be able to describe and compare the rights and responsibilities of self-government.
3. The student will be able to appreciate the need to participate in this form of self-government.
4. The student will be able to understand that cooperation is a part of the democratic life.
5. The student will be able to show a willingness to compromise for the good of the class, school, country.
6. The student will be able to understand that issues usually have at least two sides.
7. The student will be able to describe the structure of self-government.

OUTLINE FOR UNIT III

MAN AND HIS GOVERNMENT

A. Democracy - evolution self government

1. Colonial origin of our government
2. Documents of our democracy

B. Government under a constitutional system

1. Organization
2. Modification of our legal system
3. Rights and responsibilities of citizen and government.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE	TEA
A. Democracy/Self-government	I. Opener: Display on the Bull Picture of Capit Pictures of Presi men in our govern A. Review in oral di did the first set tools, clothing, material things d ideas, self-gover B. Ask children to light luggage". (over on the crowd questions as: 1. Who carrie 2. What were 3. Where did 4. Where did
1. Representative/Burgesses	II. Opener: Display the followin Pictures of James at Jamestown. (W burg for historic A. Ask: What signif with our governme B. Read to find answ 1. What was th found James 2. Why did thi new land? 3. What happen started? (L 4. Who took co 5. What were s settled?

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TEACHING STRATEGIES.

I. Opener:
Display on the Bulletin Board:

Picture of Capital and/or Washington, D.C.
Pictures of President and/or other important men in our government.

A. Review in oral discussion- What material things did the first settlers bring with them? (Food, tools, clothing, weapons). What kinds of non-material things did they bring? (Language,customs, ideas, self-government.

B. Ask children to interpret the phrase "ideas are light luggage". (The idea of self-government came over on the crowded ships from England). Use such questions as:
   1. Who carried the ideas?
   2. What were the ideas?
   3. Where did the ideas originate?
   4. Where did the ideas get started?

II. Opener:

Display the following:
Pictures of Jamestown/Captain John Smith/Church at Jamestown. (Write to Jamestown or Williamsburg for historical brochures.)

A. Ask: What significance do these pictures have with our government?

B. Read to find answers for the following question:
   1. What was the name of the company that found Jamestown?
   2. Why did this company send people to this new land?
   3. What happened when the colony was first started? (Little organization).
   4. Who took command of the colony?
   5. What were some problems that had to be settled?

Grade 5 Unit III

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
I. Picture of Capital Pictures of Washington, D.C. Picture of President. In These United States Preston/Tottle Living in the United States Cutright Jarolimek Your Country and Mine Brown F-236 Washington, City of the World (County Media Center)	I. Opener: A. Make a list of rules that by every day. (Behavior at ho school, our health and our sa Who makes the rules we live b List.(School, Parents, Teache Other People). What are some of the rules we at school? Why do we have these rules? (Laws and enforcement). B. How did the early settlers tablish their laws? Have a discussion. C. Have students prepare a br article on the life, times a achievements of Captain John
II. Texts same as Opener I. Record The Colonial Era Part 1, Side 1, Bands 1 and 2 The First English Colony in America The First Legislative Assembly Pictures of Jamestown Picture of Captain John Smith Picture of the Church of Jamestown Filmstrip 105 Colonial Government Filmstrip Development of the American Republic #2 The English Settlements	II. Opener: A. Filmstrip Colonial Govern FS-105. Use the same questi as for the Opener in Teachin Strategies. B. Write a report of Powhatt role in the Jamestown settle

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
I. Opener: A. Make a list of rules that we live by every day. (Behavior at home, at school, our health and our safety). Who makes the rules we live by? List.(School, Parents, Teachers and Other People). What are some of the rules we have at school? Why do we have these rules? (Laws and enforcement).	I. A. Have students list the things that we would take to a new country today that the early settlers would not. Make a second list of things the settlers had to bring that we would not take. Make a third list showing things both took along.
B. How did the early settlers establish their laws? Have a class discussion.	B. Evaluate the children's contributions to group discussion and individual reports.
C. Have students prepare a brief article on the life, times and achievements of Captain John Smith.	
II. Opener: A. Filmstrip Colonial Government FS-105. Use the same questions as for the Opener in Teaching Strategies.	II. Evaluate children's contribution to group discussion and research.
B. Write a report of Powhattan's role in the Jamestown settlement.	

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE	TEACH
A. Democracy/Self-government (continued)	II. (continued)
1. Representative/Burgesses (continued)	6. When did the first What was their stat 7. Were they slaves o 8. How was the idea o by events in the y the basic element Three branches: Governor (King Council of State Burgesses (Colo
	C. Add the following dat time-line and new word (1607,1619).
	III. Opener: Display on Bulletin B Picture of Mayflower/ Have children find in questions: 1. What was the name Massachusetts? 2. What two major qu to answer before a. Where shal b. How shall 3. How did they answ 4. How did they deci 5. What was the name What were the uni agreement?

vernment

TEACHING STRATEGIES.

ntinued)

II. (continued)

continued)

6. When did the first African arrive in Jamestown? What was their status in the colony?
7. Were they slaves or indentured servants?
8. How was the idea of self-government encouraged by events in the year 1619 in Virginia? Describe the basic elements of this government.

Three branches:
- Governor (King appointed)
- Council of State (London Co. appointed)
- Burgesses (Colonists selected)

C. Add the following dates and events to on-going time-line and new words to vocabulary list. (1607,1619).

III. Opener:

Display on Bulletin Board.

Picture of Mayflower/Map of Massachusetts.

Have children find information for the following questions:

1. What was the name of the company that founded Massachusetts?
2. What two major questions did the Pilgrims have to answer before they left the ship?
   a. Where shall we settle?
   b. How shall our colony be governed?
3. How did they answer these questions?
4. How did they decide to govern their colony?
5. What was the name of their first agreement? What were the unique characteristics of this agreement?

Grade 5 Unit III

CONTENT & MATERIALS.	VARIANTS IN STRATEGIES AND CONTENT
	1. Write or prepare a dramatizatio indicating the daily activities of a family living in Jamestown
	2. Write to Jamestown or Williamsb for brochures and price lists i order to plan a field trip to Jamestown and Williamsburg. Ma a bulletin board with informati received.
III. Picture of the Mayflower. Map of Massachusetts Pictures of Pilgrims Same text books as Opener I How Our Government Began King/Bateman Benefic Press	III. A. Relate the similarities and dif ences in the forms of governmen of the Plymouth Colony and the ginia Colony.
	B. Write a paper on the lives and plishments of the founders of t Plymouth Colony.
	C. Write a paper comparing Miles S and William Brewster and the pa played by each in New England.

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
1. Write or prepare a dramatization indicating the daily activities of a family living in Jamestown.	
2. Write to Jamestown or Williamsburg for brochures and price lists in order to plan a field trip to Jamestown and Williamsburg. Make a bulletin board with information received.	
III. A. Relate the similarities and differences in the forms of government of the Plymouth Colony and the Virginia Colony.	III. A. Have children tell or write why they felt the Pilgrims needed the Mayflower Compact.
B. Write a paper on the lives and accomplishments of the founders of the Plymouth Colony.	B. Evaluate children's contribution to group discussion.
C. Write a paper comparing Miles Standish and William Brewster and the parts played by each in New England.	

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRATEGY
A. Democracy/Self-government (continued) 2. Document/Compact	IV. Opener: Use a copy or make a transparency of the Mayflower Compact (Benefic Press) Have children examine the document, discussing and doing some interpreting. Examine the spelling of some words. Then have children reading from texts and watching filmstrips to answer the following questions: 1. When was the Compact signed? 2. Who signed it? 3. Did everybody agree about it? 4. Did it set up a complete government? 5. What are the specific provisions of the agreement? 6. Can we see the original? If not, why not? If so, where? 7. Why was there a Mayflower Compact? 8. Of what importance is the Mayflower Compact today?
3. Document/Independence a. Revolution	V. Opener: Use a copy of the Declaration of Independence. Display a picture of the signing of the Declaration of Independence. A. Children will read to find answers to the following questions: 1. What were some conditions leading to the writing of the Declaration of Independence?

(continued)

IV. Opener:
Use a copy or make a transparency of the Mayflower Compact (Benefic Press)
Have children examine the document, reading it and doing some interpreting. Example - They will notice the spelling of some words. They will also do some reading from texts and watching films and filmstrips to answer the following questions:

1. When was the Compact signed?
2. Who signed it?
3. Did everybody agree about it?
4. Did it set up a complete form of government?
5. What are the specific provisions for government?
6. Can we see the original document today? If so, where?
7. Why was there a Mayflower Compact?
8. Of what importance is the Compact to us today?

V. Opener:
Use a copy of the Declaration of Independence.
Display a picture of the signing of the Declaration of Independence.

A. Children will read to find answers to the following questions:
1. What were some conditions that led to the writing of the document?

Grade 5 Unit III

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT.
IV. Copy of the Mayflower Compact Record <u>The Colonial Era</u> Part 2, Side 1, Band 1 <u>The Mayflower Compact</u> Same textbooks as Opener 1. <u>How Documents Preserve Freedom</u> Reuben/Meshover Benefic Press <u>How Our Government Began</u> King/Bateman Benefic Press Filmstrip <u>Development of the American Republic</u> #2 <u>The English Settlements</u>	IV. A. Write a story about condit at Plymouth during the first B. Compare the first years at Plymouth to the first years a Jamestown. C. The Mayflower Compact has been called the world's first written constitution. Explai writing what this means.
V. Copy of the <u>Declaration of Independence</u> Picture of the <u>Signing of the Declaration</u> Record <u>The American Revolution</u> Part 1, Side 2, Band 3. <u>Jefferson Writes the Declaration of Independence.</u>	V. A. "I know not what course othe may take. But as for me, give liberty or give me death." Patrick Henry. Write a paragraph telling on w occasion this speech was mad and under what condition.

	VARIANTS IN STRATEGIES AND CONTENT.	EVALUATION.
Compact a and 1 ener 1. Freedom fic Press an Press of the ments	IV. A. Write a story about conditions at Plymouth during the first winter. B. Compare the first years at Plymouth to the first years at Jamestown. C. The Mayflower Compact has often been called the world's first written constitution. Explain in writing what this means.	IV. Test A. Have children compare similarities and differences of the colonies. Stress the form of government in Virginia and Massachusetts. B. The signers of the Compact promised "all due submission and obedience" to the laws that the group would make. How then can the Compact be thought of as a freedom document? C. The Puritans came to America to have freedom to practice their religion. Should a person who does not believe in (a) God have the same rights as all other Americans? Give your position on this problem. Support your answer.
n of of volution . Declaration	V. A. "I know not what course others may take. But as for me, give me liberty or give me death." Patrick Henry. Write a paragraph telling on what occasion this speech was made and under what condition.	V. A. What did the colonists mean when they said "taxation without representation"? Explain your answer either in writing or orally.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE	TEACHING S
A. Democracy/Self Government (continued) a. Revolution (continued)	V. (continued) A. 2. When did the coloni their discontent wi ment? (1760's) 3. What were the Writs 4. Why were the settle tion of 1763? 5. What were the provi 1764? 6. What were the provi 1765? 7. Why did Parliament 8. What were the Towns 9. What were the Intol enacted? After reading to find questions, follow with B. 1. What were the event between the colonie a. Boston Massacr b. Boston Tea Par c. Minute Men d. Sons of Libert e. Committees of 2. What evidence do we complete unity amon a. Patriots b. Loyalists or T Read to find inform were formed in orde changes in condition the success or failu C. All of the above condit the First Continental in Philadelphia, Penns formation in order to the First Continental

vernment

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TEACHING STRATEGIES

tinued)

V. (continued)

A. 2. When did the colonists first start to vocalize their discontent with the English home government? (1760's)
3. What were the Writs of Assistance?
4. Why were the settlers angered by the Proclamation of 1763?
5. What were the provisions of the Sugar Act of 1764?
6. What were the provisions of the Stamp Act of 1765?
7. Why did Parliament repeal the Stamp Act in 1766?
8. What were the Townsend Acts?
9. What were the Intolerable Acts? Why were they enacted?

After reading to find information for the above questions, follow with a class discussion.

B. 1. What were the events that indicated the friction between the colonies and the "Mother Country"?
   a. Boston Massacre
   b. Boston Tea Party
   c. Minute Men
   d. Sons of Liberty
   e. Committees of Correspondence
2. What evidence do we have that there was not complete unity among the colonists?
   a. Patriots
   b. Loyalists or Tories

   Read to find information about these groups that were formed in order to try to bring about some changes in conditions in the country. Discuss the success or failure of the efforts.

C. All of the above conditions led to the calling of the First Continental Congress, September 5, 1774 in Philadelphia, Pennsylvania. Read to find information in order to have a class discussion about the First Continental Congress. Some questions

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
V. (continued) Record <u>The Colonial Era</u> Part 2, Side 2, Band 2 <u>Crispus Attucks</u> Same Textbooks as Opener IV. Filmstrip <u>Our National Government</u> <u>Development of the American Republic</u> #4 <u>Revolution and Independence</u> F-56 <u>Benjamin Franklin</u>	V. (continued) B. Read the poem by Longfellow "Paul Revere's Ride". How fact is this account of Paul Revere' Ride? C. Read the poem "The Concord H by Emerson. How historically factual is this? D. Read the book "Crispus Attuck Give a book report. E. Practice choral readings with poems. 1. Prepare a newspaper article report the events that took plac on the day of the Boston Tea Par 2. Maryland had their own "tea party". Find out about it. How was it similar to the Boston Tea Party. 3. Do a pictorial map of Massa chusetts and put in all places and buildings mentioned in the p <u>Paul Revere's Ride.</u>

	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
V. ernment n Republic ence	V. (continued) B. Read the poem by Longfellow "Paul Revere's Ride". How factual is this account of Paul Revere's Ride? C. Read the poem "The Concord Hymn" by Emerson. How historically factual is this? D. Read the book "Crispus Attucks" Give a book report. E. Practice choral readings with poems. 1. Prepare a newspaper article to report the events that took place on the day of the Boston Tea Party. 2. Maryland had their own "tea party". Find out about it. How was it similar to the Boston Tea Party. 3. Do a pictorial map of Massachusetts and put in all places and buildings mentioned in the poem Paul Revere's Ride.	V. (continued) B. Benjamin Franklin is supposed to have said, "Gentlemen, we must all hang together, or we shall all hang separately." Why did he think all colonists should support the Declaration? C. What is meant by "all men are created equal"? Do you agree? Give your reasons for your answer.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE	TEACHING S
A. Democracy/Self-government (continued)	V.(Continued)
3. Document/Independence (continued)	C. that may help in gatheri
a. Revolution (continued)	1. How many delegates c
	2. Where did they meet
	3. How many colonies we
	4. Name some famous peo
	5. How long did the con
	6. What decisions were
	7. When would they meet
	future meetings plan
	D. What happened between the nental Congress? (King re Continental Congress, Pau to find answers and discu
	E. Another meeting was calle was the Second Continenta will get information to a questions:
	1. What was one of the had to do? (form an
	2. They made a final ap was his reply?
	3. What was then decid
	4. Who wrote the Declar
	5. Did the entire Congr as written?
	6. What was omitted? (s
	7. When was it signed?
	8. Where is the origina
	The filmstrip Our Natio The Declaration of Inde get much information.
	F. Have copies of the Dec for the children. Read parts. Some children m of the declaration to g

LE	TEACHING STRATEGIES.
(continued)	V.(Continued)
continued)	C. that may help in gathering information are:
ued)	1. How many delegates came to the convention?
	2. Where did they meet in Philadelphia?
	3. How many colonies were represented?
	4. Name some famous people who attended.
	5. How long did the convention last?
	6. What decisions were made?
	7. When would they meet again? Why? Why were future meetings planned?
	D. What happened between the First and Second Continental Congress? (King refused request of First Continental Congress, Paul Revere's Ride). Read to find answers and discuss with class.
	E. Another meeting was called May 10, 1775. This was the Second Continental Congress. Students will get information to answer the following questions:
	1. What was one of the first things the Congress had to do? (form an army)
	2. They made a final appeal to the King. What was his reply?
	3. What was then decided by the Congress?
	4. Who wrote the Declaration of Independence?
	5. Did the entire Congress accept the Declaration as written?
	6. What was omitted? (slavery)
	7. When was it signed?
	8. Where is the original document?
	The filmstrip Our National Government #1 <u>The Declaration of Independence</u> could be used to get much information.
	F. Have copies of the Declaration of Independence for the children. Read and interpret selected parts. Some children may want to memorize a part of the Declaration to give as a part of opening exercises.

Grade 5 Unit III

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE

A. Democracy/Self-government (continued)

4. Document/Constitution

a. Convention.

VI. Opener:

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the bulleti

A. Play rec
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3. Wha
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B. What are
Constitut

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can read
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His Government

B-TITLE	TEACHING STRATEGIES.
t (continued)	VI. Opener:
n	Copy of the Constitution of the United States on the bulletin board.
	A. Play record Founding the Republic, Side 1, Band 2. Show filmstrip Our National Government #2 The Articles of Confederation. Children will find information to answer the following questions: 1. What were the Articles of Confederation? 2. What was wrong with this document? 3. What were some good points about the Articles? 4. When and where was the Constitutional Convention held? 5. Who was chairman? 6. How long did it take to write the Constitution? 7. How did the states compromise some of their ideas? 8. How did it finally become our Constitution and when?
	B. What are some our rights provided by the Constitution?
	Have copies of the Constitution so that children can read part together and try to interpret as much as possible.

Grade 5 Unit III

CONTENT & MATERIALS.	VARIANTS IN STRATEGIES AND CONTENT
VI. Copy of the Constitution. Record Founding the Republic Side 1, Band 2. Benjamin Franklin and the Constitution Filmstrip Our National Government #2 The Articles of Confederation ,#3 The Making and the Adoption of the Constitution Same textbooks as Opener IV. Filmstrip Development of the American Republic #5 A New Experiment and a New Nation F-63 Constitution of the United States Copy of the Articles of Confederation.	VI. A. Read to find information about Benjamin Franklin. Prepare a report to share with the class. B. Write a paper about Franklin's views of the Constitution. In his opinion was it a "perfect" document? Explain. C. Assign several children to form a committee that will act as a "constitutional convention". The paper they write may be used as the basis for a student government for the class or school. Their "constitution" should allow for class or schoolwide representation, choosing officers, deciding the duties of the officers and defining the jurisdiction of the organization. D. Write newspaper articles, such as might have appeared at the time, reporting on activities and accomplishments of the Constitutional Convention. E. Read about Shay's Rebellion. 1. Who took part in Shay's Rebellion? 2. What were the grievances? 3. How did they want them remedied? 4. Why did they resort to armed rebellion?

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
VI. A. Read to find information about Benjamin Franklin. Prepare a report to share with the class.	VI. A. List your reasons as to why you think "self-government is everyone's job".
B. Write a paper about Franklin's views of the Constitution. In his opinion was it a "perfect" document? Explain.	B. Give an explanation of what the Constitution is and how it became the law of the land.
C. Assign several children to form a committee that will act as a "constitutional convention". The paper they write may be used as the basis for a student government for the class or school. Their "constitution" should allow for class or schoolwide representation, choosing officers, deciding the duties of the officers and defining the jurisdiction of the organization.	C. What do most people agree a government should do? Give your opinion as to what you believe a government should do?
D. Write newspaper articles, such as might have appeared at the time, reporting on activities and accomplishments of the Constitutional Convention.	D. Why is it very important that a citizen learn about his government? Explain your answer either orally or in writing.
E. Read about Shay's Rebellion. 1. Who took part in Shay's Rebellion? 2. What were the grievances? 3. How did they want them remedied? 4. Why did they resort to armed rebellion?	E. The Constitution corrected some of the weaknesses of the government under the Articles of Confederation. List the weaknesses below. In the column next to each, list the improvement made by the Constitution.

Art. of Confed.	Constitution
1. No person was empowered to enforce the laws.	
2. Congress was unable to raise needed money.	

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRATEGIES
A. Democracy/Self Government (continued)	
4. Document/Constitution (continued)	
a. Convention (continued)	

VI. (conti

Chart (c

Art.of Con

3.States tax
goods from
states.

4.Large and
states had s
number of re
tatives in C

5. Congress
able to rais
army.

Were the Ar
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F. Read car
the Constit
of reasons
lishment of

VI. (continued)

Chart (continued)

Art. of Confed.	Constitution
3. States taxed goods from other states.	
4. Large and small states had same number of representatives in Congress.	
5. Congress was unable to raise an army.	

Were the Articles of Confederation a success or a failure?

F. Read carefully the Preamble to the Constitution and make a list of reasons given for the establishment of our national government.

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRA
B. Government Under a Constitutional System 1. Capital	I. Opener: Show film #236 Washington, C On a classroom map of the Uni where Washington is located. Ask the class why the foundin would be a good place for the (Central position in the 1 and the fact that it could sea). Why does it make less differe capital is near the center o "What changes have probably t days?" Have children compare the wor Refer to dictionary if necess What important activities are ton, D. C. Add to vocabulary list.

is Government

TLE	TEACHING STRATEGIES
tutional System	I. Opener: Show film #236 <u>Washington, City of the World.</u> On a classroom map of the United States indicate where Washington is located. Ask the class why the founding fathers thought this would be a good place for the nation's capital. (Central position in the 13 original states and the fact that it could be reached by sea). Why does it make less difference today whether the capital is near the center of the country? Ask, "What changes have probably taken place since those days?" Have children compare the words <u>capital</u> and <u>capitol</u>. Refer to dictionary if necessary. What important activities are carried on in Washington, D. C. Add to vocabulary list.

Grade 5 Unit III

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
I.	I. **These may be developed as ideas for learning centers**
F 236 Washington, City of the World **(County media center)** Map of the United States Pictures of important buildings or monuments. FS 554 Benjamin Banneker **(County media center)** In These United States **D.C.Heath** America is My Country **Houghton Mifflin Co.** Your Country and Mine **Ginn & Co.**	A. Children may view FS 554 Benjamin Banneker. B. Children may investigate and report on how Washington is governed. C. Children may arrange a bulletin board of pictures of the important buildings, monument and points of interest in Washington. D. Plan a field trip to Washingt E. Have children investigate to find earlier locations of the capital. F. Read and report on the life of L'Enfant. G. Find additional information on the Supreme Court Building the Capitol, the White House or other interesting building H. Find out about Constantino Brumidi. I. Draw a Map of Washington on t bulletin board. (Use overhead projector to enlarge a proposed map). Draw or collect pictures of important buildin to create a pictorial map.

TERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
ty of the World dia center) ates t buildings or neker ia center) es ry Co. he	I. **These may be developed as ideas for learning centers** A. Children may view FS 554 Benjamin Banneker. B. Children may investigate and report on how Washington is governed. C. Children may arrange a bulletin board of pictures of the important buildings, monuments, and points of interest in Washington. D. Plan a field trip to Washington. E. Have children investigate to find earlier locations of the capital. F. Read and report on the life of L'Enfant. G. Find additional information on the Supreme Court Building, the Capitol, the White House or other interesting buildings. H. Find out about Constantino Brumidi. I. Draw a Map of Washington on the bulletin board. (Use overhead projector to enlarge a proposed map). Draw or collect pictures of important buildings to create a pictorial map.	I. A. Evaluate children's contribution to discussion. B. Write a paragraph telling what the capital of the United States means to you. C. Identify some important buildings and monuments in Washington, D. C. Indicate why each is important.

CONCEPT-ORIENTED SUB-TITLE	TEACHING ST
B. Government Under a Constitutional System (continued)	
1. Capital (continued)	
2. Constitutional Government	II. Opener:
	A. Write the word government to define it. Children ma
	B. Discuss the importance of rules to live by. 1. They encourage workin manner. 2. They work for the com 3. They encourage people the majority. 4. They follow a definit
	Say, "If men wish to live need rules to live by. At wants the freedom to do so Over the years our rights written down in documents. work of government. The w rating rules, responsibili which we live is called a
	C. Have the children examine Compact, The Articles of Constitution in order to c
	Ask: 1. What do these documents Elicit. a. They are all writte b. They suggest a reas c. They suggest a fram

His Government

TITLE

TEACHING STRATEGIES

itutional System

rnment

II. Opener:

A. Write the word government on the board. Ask children to define it. Children may refer to dictionary.

B. Discuss the importance of government and the need for rules to live by.

1. They encourage working together in an orderly manner.
2. They work for the common good.
3. They encourage people to follow the will of the majority.
4. They follow a definite plan for doing things.

Say, "If men wish to live together in peace, they need rules to live by. At the same time, each man wants the freedom to do some things his own way." Over the years our rights and freedoms have been written down in documents. Each outlines a framework of government. The written document incorporating rules, responsibilities and rights under which we live is called a constitution.

C. Have the children examine copies of the Mayflower Compact, The Articles of Confederation and the Constitution in order to compare them.

Ask:

1. What do these documents have in common?
   Elicit.
   a. They are all written documents.
   b. They suggest a reason for being (a rationale).
   c. They suggest a framework for government.

CONTENTS AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
	I. (continued) J. Have the class compose a choral reading or a poem about Washington, D.C. Encourage individuals to try one of their own.
II. Copies of the Mayflower Compact. Copies of the Articles of Confederation (attached) Copies of the Constitution. <u>How Documents Preserve Freedom</u> Gabriel H. Reuben - Benefic Press <u>How Our Government Began</u> King and Bateman - Benefic Press	II. These may be developed as learning centers. A. Have children examine last part of the Declaration of Independence to see what constitutional elements it provides for. B. Have children do research to find out how government began. C. Read about the first written set of laws - Hammurabi's Code. Consider the provisions of this. Share findings with class. D. Find out about the set of laws that the Hebrew prophet Moses gave to his people. (What did they provide for?) Share information with class. E. Find out about the government of Athens or Greece. Compare with our government. Share ideas with class. F. Find out what the Magna Carta is. G. Examine the Northwest Ordinance. What were its main provisions? Why do you think it was or was not a good law.

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
I. (continued) J. Have the class compose a choral reading or a poem about Washington, D.C. Encourage individuals to try one of their own.	
II. These may be developed as learning centers. A. Have children examine last part of the Declaration of Independence to see what constitutional elements it provides for.	II. Suggested test questions or evaluation activities: A. Write a short paragraph explaining why the Declaration of Independence and the Constitution are considered the foundations of our government?
B. Have children do research to find out how government began.	B. Which improvement in the Constitution or the Articles of Confederation do you think was most important?
C. Read about the first written set of laws - Hammurabi's Code. Consider the provisions of this. Share findings with class.	C. List what you would consider weaknesses of the government under the Articles of Confederation. Explain why you consider each a weakness.
D. Find out about the set of laws that the Hebrew prophet Moses gave to his people. (What did they provide for?) Share information with class.	D. Discuss - Why must your country have laws? What would happen if there were no laws, and everybody acted just as he wanted to? How do laws protect you? Do you think there are any laws that are unjust? If you think a law is unjust, is there a way you can work to change it?
E. Find out about the government of Athens or Greece. Compare with our government. Share ideas with class.	
F. Find out what the Magna Carta is.	
G. Examine the Northwest Ordinance. What were its main provisions? Why do you think it was or was not a good law.	

CONCEPT-ORIENTED SUB-TITLE	TEACHING ST
B. Government Under a Constitutional System (continued)	II. (continued)
2. Constitutional Government (continued)	C. 1. d. They suggest powers an government as well as e. They are written by pe 2. How are the documents dif a. They have evolved from the Constitution that of the government as w and responsibilities a b. They are different in 3. Has our present Constitut document? How do you know
3. Laws	III. Opener: A. Have children examine the C Section 1, Article II, Sect Section 1. Ask, "What three branches o Constitution provide for? 1. Legislative or Congre 2. Executive or Presiden 3. Judicial or Courts B. Show Filmstrip Our National to answer such questions as 1. What are the two bran 2. How are the members e 3. How many senators are 4. How many representati this number determine 5. Who is the Speaker of

s Government

TITLE	TEACHING STRATEGIES
onal System	II. (continued)
t (continued)	C. 1.
	d. They suggest powers and responsibilities of government as well as protection for citizens.
	e. They are written by people.
	2. How are the documents different?
	a. They have evolved from a more general charter to the Constitution that spells out the structure of the government as well as specific powers and responsibilities and also allows flexibility.
	b. They are different in length.
	3. Has our present Constitution been an effective document? How do you know?
	III. Opener:
	A. Have children examine the Constitution Article I, Section 1, Article II, Section 1 and Article III, Section 1.
	Ask, "What three branches of government does the Constitution provide for?
	1. Legislative or Congress
	2. Executive or President
	3. Judicial or Courts
	B. Show Filmstrip <u>Our National Government, The Congress</u> to answer such questions as:
	1. What are the two branches of Congress?
	2. How are the members elected? For how long?
	3. How many senators are there?
	4. How many representatives are there? How is this number determined?
	5. Who is the Speaker of House?

Grade 5 Unit III

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
III. Copy of the Constitution. Filmstrip Our National Government- The Congress SVE F 73 The Congress (County Media Center) FS 142 The House of Representatives (County Media Center) FS 143 The Senate (County Media Center) In These United States D.C. Heath Living in the United States The MacMillan Co. Your Country and Mine Ginn and Co. How Documents Preserve Freedom Benefic Press.	III. A. Organize the class into two houses of Congress to study, debate and vote on a bill. B. Make a scrapbook illustrating through drawings, poems, articles or pictures clipped from magazines or newspapers the principles on which democratic government rests. C. Keep a scrapbook or make a bulletin board about activities of Congress, the President and the Supreme Court. D. Have children find out who our state senators and representatives are.

II. (continued)

E. List- What are the principal characteristics of a constitutional form of government?

III.

A. Organize the class into two houses of Congress to study, debate and vote on a bill.

B. Make a scrapbook illustrating through drawings, poems, articles or pictures clipped from magazines or newspapers the principles on which democratic government rests.

C. Keep a scrapbook or make a bulletin board about activities of Congress, the President and the Supreme Court.

D. Have children find out who our state senators and representatives are.

III.

Suggested test questions on evaluating activities:

A. List the main duties of Congress as a whole: the Senate; the House.

B. List the steps a bill goes through to become a law.

C. Explain how the Speaker, the presiding officer of the House or Representatives, is chosen.

D. In a paragraph compare and contrast the responsibilities of the two legislative branches of the United States Congress.

CONCEPT-ORIENTED SUB-TITLE	TEA
B. Government Under a Constitutional System (continued) 3. Laws (continued)	III. (continued) C. Establish mea democracy. D. Add to vocabu
4. President	IV. Opener: A. Talk with the Presidency. P as large as ou Ask the class election if th were and how t nominees. B. Show Filmstrip Presidency, to 1. How is the 2. What are s ponsibilit 3. Who are th (Cabinet). constitute selected? 4. Can a pres are his po 4 years, i 5. What is th it limit t 6. What is th 7. Add to voc

rnment

TLE

TEACHING STRATEGIES

l System

III. (continued)

C. Establish meaning of self-government, republic, democracy.

D. Add to vocabulary list

IV. Opener:

A. Talk with the class about the importance of the Presidency. Point out that running a government as large as ours is a difficult job.

Ask the class to recall the last presidential election if they can. Ask who the candidates were and how they became their parties' nominees.

B. Show Filmstrip Our National Government - The Presidency, to answer such questions:
1. How is the President elected?
2. What are some of the President's responsibilities?
3. Who are the President's chief advisors? (Cabinet). The heads of which departments constitute the Cabinet? How are they selected?
4. Can a president do just as he pleases? How are his powers limited? (Elected for only 4 years, impeachment, control of Congress).
5. What is the President's veto power? Does it limit the lawmaking power of Congress?
6. What is the Civil Service System?
7. Add to vocabulary list.

Grade 5 Unit III

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
IV. Filmstrip Our National Government-The Presidency SVE In These United States D.C. Heath America is My Country Houghton Mifflin Co. Living in the United States Your Country and Mine Ginn & Co. How Our Government Began Benefic Press The Social Sciences	IV. These may be developed as learning centers. A. Write a biographical sketch on one of the presidents. B. Find out who the cabinet members are. Share information with class. C. Find out about the electoral system. Discuss with class how it works. Do you think the President should be elected by direct vote of the people? Why or why not? D. Find out what special qualifications a person must have in order to be President. E. Show Filmstrip America and Its Presidents - S.V.E. F. Show F-99 Boyhood of Abraham Lincoln. (County Media Center) G. Show F-100 Boyhood of George Washington (County Media Center)

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
	III. (continued) F. Write a class letter to our Congressman asking for information on a particular issue. G. List the qualifications for becoming a senator or representative.
IV. These may be developed as learning centers. A. Write a biographical sketch on one of the presidents. B. Find out who the cabinet members are. Share information with class. C. Find out about the electoral system. Discuss with class how it works. Do you think the President should be elected by direct vote of the people? Why or why not? D. Find out what special qualifications a person must have in order to be President. E. Show Filmstrip America and Its Presidents - S.V.E. F. Show F-99 Boyhood of Abraham Lincoln. (County Media Center) G. Show F-100 Boyhood of George Washington (County Media Center)	IV. Suggested test questions on evaluations activities: A. List the duties of the President. B. List the qualifications that a person must have in order to become President. C. List some things your father is free to do that the President is not. D. Would you like to live in the White House as the President's son or daughter? Give reasons for your answer.

CONCEPT-ORIENTED SUB-TITLE	TEACHI
B. Government Under a Constitutional System (continued) 5. Judiciary	V. Opener: A. Say, "You have seen t the President carrie to interpret the appl third branch). B. Show Filmstrip Our Na Judiciary to answer 1. What federal cou highest? 2. How many Supreme do they attain o 3. What are the kin federal courts ha

II - Man and His Government

EPT-ORIENTED SUB-TITLE	TEACHING STRATEGIES
Under a Constitutional System nued) ciary	V. Opener: A. Say, "You have seen that Congress makes laws, and the President carries them out. Whose job is it to interpret the application of the law? (The third branch). B. Show Filmstrip Our National Government - The Federal Judiciary to answer such questions as: 1. What federal courts do we have? Which is the highest? 2. How many Supreme Court Justices are there? How do they attain office? 3. What are the kinds of cases over which the federal courts have jurisdiction?

Grade 5 Unit III

CONTENT AND MATERIALS	VARIANTS IN STRATEGI AND CONTENT
V. Filmstrip S.V.E. Our National Government - The Federal Judiciary F 42 The Supreme Court FS 145 Judicial Branch In These United States **D.C. Heath** America is My Country **Houghton Mifflin Co.** How Our Government Began **Benefic Press**	V. A. Choose another country. Using library resources write a report comparing our Federal Government with the government of that country. B. Find out who our Supreme Court Justices are. C. Show FS 145 Judicial Branch D. Show F 42 Supreme Court E. Listen to records Blacks in Government and Human Rights-S.V.E. F. Have children read about the Supreme Court's attack on "separate but equal schools". What was the result of this action in these United States?

RIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
ational ral	V. A. Choose another country. Using library resources write a report comparing our Federal Government with the government of that country. B. Find out who our Supreme Court Justices are. C. Show FS 145 Judicial Branch D. Show F 42 Supreme Court E. Listen to records Blacks in Government and Human Rights- S.V.E. F. Have children read about the Supreme Court's attack on "separate but equal schools". What was the result of this action in these United States?	V. A. Complete outline. Place items listed below in the correct column: PRESIDENT CONGRESS SUPREME COURT 1. Enforces laws 2. Passes laws 3. Explains laws 4. Has power to tax 5. Can veto laws 6. Has power to declare war 7. Can declare laws "unconstitutional" 8. Has two houses 9. Listens to arguments of law 10. Appoints government officials B. Make a chart showing the organization of the Federal Court System.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE	TEACH
B. Government Under a Constitutional System (continued)	
6. Amendments	VI. A. "Our Country, be kept right; (U. S. Senator Discuss quote we may improv Say, "The men wise enough t to change it has a plan fo parts called **of amendment.** B. Show F 51 Bill States. Discuss the fo 1. What is o 2. How did i 3. What righ C. Have the child order to famil maining amendm Point out sele 15 as the Reco Women's Suffra D. Add to vocabul

is Government

TITLE

tional System

TEACHING STRATEGIES

VI. A. "Our Country, right or wrong. When right, to be kept right; when wrong, to be put right." (U. S. Senator Carl Schurz, 1869-1875).

Discuss quote. What are some ways by which we may improve our country?

Say, "The men who wrote our Constitution were wise enough to know that it might be necessary to change it some day. So the Constitution has a plan for making changes for adding new parts called amendments." **Develop definition of amendment.**

B. Show F 51 Bill of the Rights of the United States.

Discuss the following:
1. What is our Bill of Rights?
2. How did it come about?
3. What rights of the people are guaranteed?

C. Have the children examine the Constitution in order to familiarize themselves with the remaining amendments.

Point out selected amendments such as #13, 14, 15 as the Reconstruction Amendments; #19, Women's Suffrage.

D. Add to vocabulary list.

CONTENTS AND MATERIALS

VI.

F-51 Bill of the Rights of the United States
(County Media Center)

How Documents Preserve Freedom
Benefic Press

How Our Government Began
Benefic Press

Living in the United States
The MacMillan Co.

America is My Country.
Houghton Mifflin Co.

VARIANTS IN ST
AND CONT

VI.

A. Find out about su
the women's rights m
Susan B. Anthony and
and report to the cl

B. Investigate and r
class the most recen
our Constitution.

C. Compare the Unite
the Soviet Union. C
following: freedom o
freedom of the press
religion, freedom of
freedom to vote.

TERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
ights of the nter) rve Freedom Began d States Co. try. in Co.	VI. A. Find out about such leaders in the women's rights movement as Susan B. Anthony and Mary Lyons and report to the class. B. Investigate and report to the class the most recent change in our Constitution. C. Compare the United States with the Soviet Union. Consider the following: freedom of speech, freedom of the press, freedom of religion, freedom of work and freedom to vote.	VI. Suggested test questions on evaluating activities: A. Explain why changes in the Constitution have been made through the years. B. Write a paragraph entitled "Why is the Bill of Rights so important to every person who lives in our country?"

CONCEPT-ORIENTED SUB-TITLE	TEACHING
B. Government Under a Constitutional System (continued) 7. Politics	VII. Opener: A. Say, "When we think of Democrats and Republica did not provide for the Why do you think they a speculate. (They provi choice and tell us some raise important issues) B. Show Filmstrip Our Nati Parties. Reconsider above questi Discuss: 1. What is the struct 2. How are candidates C. Read for additional inf D. Add to vocabulary list.

Government

TITLE	TEACHING STRATEGIES
tional System	VII. Opener: A. Say, "When we think of government, we think of Democrats and Republicans, yet the Constitution did not provide for them." Why do you think they are important? Have children speculate. (They provide candidates, give us a choice and tell us something about each, they raise important issues) B. Show Filmstrip Our National Government-Political Parties. Reconsider above question. Discuss: 1. What is the structure of a political party? 2. How are candidates selected? C. Read for additional information. D. Add to vocabulary list.

Grade 5 Unit III

CONTENT AND MATERIALS	VARIANTS IN STRATE AND CONTENT
VII. Filmstrip - Our National Government- Political Parties S.V.E. FS 141 The Political Pattern (County Media Center) How Our Government Began Benefic Press Library Resources	VII. A. Hold a class election us typical election procedu B. Arrange with the local B of Elections for the cla to see a voting maching learn how it works. C. Find out and list the qu fications for voting in state. D. Select a political party find out about its histo Report to class. E. During an election year cuss the major issues an the activities of politi parties. F. Show Filmstrip 141 The Political Pattern G. Have children discuss te propaganda, bias. They use newspapers and magaz to find examples of each H. Show F 87 Presidential ventions - 1964 - Goldw and Johnson nominations

D MATERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
National Government- Parties S.V.E. tical Pattern ty Media Center) ent Began Press es	VII. A. Hold a class election using typical election procedures. B. Arrange with the local Board of Elections for the class to see a voting maching and learn how it works. C. Find out and list the qualifications for voting in our state. D. Select a political party and find out about its history. Report to class. E. During an election year discuss the major issues and the activities of political parties. F. Show Filmstrip 141 The Political Pattern G. Have children discuss terms - propaganda, bias. They may use newspapers and magazines to find examples of each. H. Show F 87 Presidential Conventions - 1964 - Goldwater and Johnson nominations.	VII. A. Write answers to the following questions: 1. What are the two major political parties in America? 2. What do political parties do?

CONCEPT-ORIENTED SUB-TITLE	TEACHING STR
B. Government Under a Constitutional System (continued) 8. Authority	VIII. Opener: A. Discuss with the children "Go important because - ". Encourage children to suggest the Federal Government provid people. B. Arrange a visit to the media children investigate various to learn more about governmen may prepare oral or written r with the class. Possible suggestions for the 1. Department of Agricultu 2. Mint 3. Weather Bureau 4. Census 5. Roads and Highways 6. Conservation 7. Defense and Protection 8. Pure Food and Drug Laws 9. Social Security 10. Justice Department

d His Government

SUB-TITLE	TEACHING STRATEGIES
stitutional System	VIII. Opener: A. Discuss with the children "Government is important because - ". Encourage children to suggest services that the Federal Government provides for the people. B. Arrange a visit to the media center. Have children investigate various sources in order to learn more about government services. They may prepare oral or written reports to share with the class. Possible suggestions for the children: 1. Department of Agriculture 2. Mint 3. Weather Bureau 4. Census 5. Roads and Highways 6. Conservation 7. Defense and Protection 8. Pure Food and Drug Laws 9. Social Security 10. Justice Department

Grade 5 Unit III

CONTENT AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
VIII. Encyclopedia Library resources	VIII. A. Compile a list of important a and departments of the Federa ment and investigate the servi performed by each. B. Have someone who works for a g ment agency give a talk to the C. Find out about the important h of and the government provisio farmers, workers, etc. D. List ways in which the Federal ment serves you and your imme family. E. Find out about the Universal D tion of Human Rights. Report class.

ALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
	VIII. A. Compile a list of important agencies and departments of the Federal Government and investigate the services performed by each. B. Have someone who works for a government agency give a talk to the class. C. Find out about the important kinds of and the government provisions for farmers, workers, etc. D. List ways in which the Federal Government serves you and your immediate family. E. Find out about the Universal Declaration of Human Rights. Report to class.	VIII. **Have Students-** A. Make a chart headed "Our Government at Work". Show different services of our government and, under each, paste newspaper and magazine clippings on the subject.

Grade 5 Unit III - Man and His Government

CONCEPT-ORIENTED SUB-TITLE	TEACHING
B. Government Under a Constitutional System (continued)	IX. Opener:
9. Citize hip	A. Review with the students the us by the Constitution. 1. Bill of Rights. 2. Political Rights. Discuss with the students "W accompany these rights?" Elicit: 1. Obedience to laws (or wo 2. Payment of taxes 3. Voting 4. Loyalty to principles of 5. Participation in communi 6. To have an opinion based information. (to be info
	B. What limits should there be (libel, slander).
	C. What is the meaning of patri
	D. What is the meaning of citiz
	E. As a culminating activity- for a day of special America to have exhibits, songs and Share the celebration with

s Government

B-TITLE

tional System

TEACHING STRATEGIES

IX. Opener:

A. Review with the students the rights that are guaranteed us by the Constitution.
   1. Bill of Rights.
   2. Political Rights.

   Discuss with the students "What responsibilities accompany these rights?"

   Elicit:
   1. Obedience to laws (or working to improve them.)
   2. Payment of taxes
   3. Voting
   4. Loyalty to principles of the country
   5. Participation in community activity.
   6. To have an opinion based on best available information. (to be informed).

B. What limits should there be to freedom of speech? (libel, slander).

C. What is the meaning of patriotism?

D. What is the meaning of citizen?

E. **As a culminating activity- Plan a patrictic celebration for a day of special American importance. You may want to have exhibits, songs and poems, and/or a parade. Share the celebration with other classes.**

Grade 5 Unit III

CONTENTS AND MATERIALS	VARIANTS IN STRATEGIES AND CONTENT	
IX. FS 176 - <u>Strength of a Democracy</u> Library resources <u>Citizens All</u> - McClellan,Black & Black. Houghton,Mifflin <u>America is My Country</u> Houghton, Mifflin Co.	IX. A. Find out the amount of taxes paid by a medium-sized family of middle income. B. Find out and illustrate by a graph how the federal tax dollar is spent. C. Discuss each provision of the Bill of Rights in terms of its effect on our daily lives and general welfare. D. Interview a person who has come to this country from one where many of our basic freedoms are denied. E. Make posters illustrating important rights and responsibilities of citizens. F. Discuss what a voter should know in order to vote wisely. G. Discuss the importance in a democracy of newspapers, periodicals, books, radio, television, and other mass media of communication. H. Show Filmstrip and Record - <u>Recogni tion of Responsibilities</u> . S.V.E. I. Show Filmstrip 176 - <u>Strength of a Democracy</u> (County Media Center) J. Find out how a person born elsewhere can acquire American citizenship.	IX. Su on eva A. In explai prepar part i B. Wh ment peopl thing ernme and a 1. 2. 3. 4. 5. C. Dis that r about will h more p D. Di rig prot

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
IX. A. Find out the amount of taxes paid by a medium-sized family of middle income.	IX. Suggested test questions on evaluating activities. A. In oral or written form explain "How can a citizen prepare himself to take part in his government?"
B. Find out and illustrate by a graph how the federal tax dollar is spent.	
C. Discuss each provision of the Bill of Rights in terms of its effect on our daily lives and general welfare.	B. What does your government do with the taxes people pay? Make a list of things provided by the government. Start with these and add others: 1. Schools 2. Roads 3. Bridges 4. Tunnels 5. Health Departments
D. Interview a person who has come to this country from one where many of our basic freedoms are denied.	
E. Make posters illustrating important rights and responsibilities of citizens.	
F. Discuss what a voter should know in order to vote wisely.	C. Discuss-"Do you believe that reading and thinking about patriotic quotations will help Americans become more patriotic? Why?
G. Discuss the importance in a democracy of newspapers, periodicals, books, radio, television, and other mass media of communication.	
H. Show Filmstrip and Record - Recognition of Responsibilities. S.V.E.	D. Discuss how personal rights of citizens are protected by the government.
I. Show Filmstrip 176 - Strength of a Democracy (County Media Center)	
J. Find out how a person born elsewhere can acquire American citizenship.	

Grade 5 Unit III - Man and H s Government

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRATEGIES
B. Government Under a Constitutional System (continued)	
9. Citizenship (continued)	

CONTENTS AND MATERIALS.

VARIANTS IN STRATEGIES AND CONTENT

IX. (continued)

K. Read Edward Everett Hale's, The Man Without a Country or
Discuss these words from that story. "Behind all these men you have to do with, and people even, there is the Country Herself, your Country, and...You belong to Her as you belong to your own mother. Stand by Her, boy, as you would stand by your mother."

How does this quotation express the idea of patriotism? Do you agree with it? Why? Why Not?

L. Read some of the stories from Kennedy's Profiles in Courage

M. Read and discuss meanings of patriotic selections such as:

1. The Americans Creed
   William Tyler Page
2. Credo (I Believe)
   Elias Lieberman
3. What is an American
   Harold Ickes
4. The Making of an American
   Jacob Riis
5. What Makes a Nation
   Wilbur Nesbit

IX. (con

E. Make
our var
privile
duties

TIALS.	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
	IX. (continued) K. Read Edward Everett Hale's, <u>The Man Without a Country</u> or Discuss these words from that story. "Behind all these men you have to do with, and people even, there is the Country Herself, your Country, and...You belong to Her as you belong to your own mother. Stand by Her, boy, as you would stand by your mother." How does this quotation express the idea of patriotism? Do you agree with it? Why? Why Not? L. Read some of the stories from Kennedy's <u>Profiles in Courage</u> M. Read and discuss meanings of patriotic selections such as: 1. <u>The Americans Creed</u> William Tyler Page 2. <u>Credo (I Believe)</u> Elias Lieberman 3. <u>What is an American</u> Harold Ickes 4. <u>The Making of an American</u> Jacob Riis 5. <u>What Makes a Nation</u> Wilbur Nesbit	IX. (continued) E. Make a chart showing how our various rights and privileges are balanced by duties and responsibilities.

Grade 5 Unit III

ARTICLES OF CONFEDERATION (EXCERPTS)

(The Articles of Confederation were adopted by the Continental Congress in 1781,

Article 1. The style of the confederacy shall be "the United States of Ame

Article 2. Each state retains its sovereignty, freedom and independence, a and right, which is not by this confederation expressly delegated t Congress assembled.

Article 3. The said states hereby severally enter into a firm league of f their common defense, the security of their liberties, and their mut binding themselves to assist each other against all force offered t or any of them on account of religion, sovereignty, trade, or any ot

Article 4. The better to secure and perpetuate mutual friendship and inter different states in this union, the free inhabitants of each of thes titled to all privileges and immunities of free citizens in the seve

Full faith and credit shall be given in each of these states t proceedings of the courts and magistrates of every other state.

Article 5. For the more convenient management of the general interests of shall be annually appointed in such manner as the legislature of eac in Congress on the first Monday in November, in every year, with a recall its delegates . . . at any time . . . and to send others in t

No state shall be represented in Congress by less than two, nor and no person shall be capable of being a delegate for more than thr years; nor shall any person, being a delegate, be capable of holding States, for which he, or another for his benefit, receives any salar of any kind . . .

In determining questions in the United States in Congress assem one vote.

Freedom of speech and debate in Congress shall not be impeached in any court, or place out of Congress, and the members of Congress persons from arrests and imprisonments, during the time of their goi on Congress, except for treason, felony, or breach of the peace.

Article 6. No state without the consent of the United States in Congress a embassy (ambassador) to, or receive any embassy from, or enter into alliance or treaty with any king, prince, or foreign state; nor shal of profit or trust under the United States, or any of them (the indi present, emolument, office, or title of any kind whatever from any k nor shall the United States in Congress assembled, or any of them, g

ARTICLES OF CONFEDERATION (EXCERPTS)

ɔn were adopted by the Continental Congress in 1781, during the American Revolution)

f the confederacy shall be "the United States of America."
retains its sovereignty, freedom and independence, and every power, jurisdiction,
is not by this confederation expressly delegated to the United States, in
ed.
ates hereby severally enter into a firm league of friendship with each other for
ense, the security of their liberties, and their mutual and general welfare,
s to assist each other against all force offered to or attacks made upon them
n account of religion, sovereignty, trade, or any other pretense whatever.
to secure and perpetuate mutual friendship and intercourse among the people of the
in this union, the free inhabitants of each of these states . . . shall be en-
ivileges and immunities of free citizens in the several states . . .
and credit shall be given in each of these states to the records, acts, and judicial
he courts and magistrates of every other state.
e convenient management of the general interests of the United States, delegates
y appointed in such manner as the legislature of each state shall direct, to meet
he first Monday in November, in every year, with a power reserved to each state to
ates . . . at any time . . . and to send others in their stead . . .
all be represented in Congress by less than two, nor by more than seven members;
all be capable of being a delegate for more than three years in any term of six
any person, being a delegate, be capable of holding any office under the United
h he, or another for his benefit, receives any salary, fees, or emolument (payment)
.
ing questions in the United States in Congress assembled, each state shall have

speech and debate in Congress shall not be impeached (discredited) or questioned
place out of Congress, and the members of Congress shall be protected in their
ests and imprisonments, during the time of their going to and from, and attendance
ept for treason, felony, or breach of the peace.
thout the consent of the United States in Congress assembled, shall send any
dor) to, or receive any embassy from, or enter into any conference, agreement, or
ty with any king, prince, or foreign state; nor shall any person holding any office
st under the United States, or any of them (the individual states), accept of any
nt, office, or title of any kind whatever from any king, prince, or foreign state;
ited States in Congress assembled, or any of them, grant any title of nobility.

ARTICLES OF CONFEDERATION
(Page Two)

Article 6. (continued) No two or more states shall enter into any treaty, confederat between them without the consent of the United States in Congress

No state shall lay any imposts or duties which may interfere visions) in treaties entered into by the United States in Congres

No vessels of war shall be kept up in time of peace by any st as shall be deemed necessary by the United States in Congress asse state or its trade; nor shall any body of forces be kept up by any such number only as in the judgment of the United States in Congre requisite to garrison the forts necessary for the defense of such always keep up a well-regulated and disciplined militia, sufficien of field pieces and tents, and a proper quantity of arms, ammuniti (equipment).

. . . No state shall engage in any war without the consent of assembled, unless such state be actually invaded by enemies, or sh advice of a resolution being formed by some nation of Indians to i is so imminent as not to admit of a delay till the United States i consulted . . . nor shall any state grant commissions to any ships it be after a declaration of war by the United States in Congress against the kingdom or state . . . against which war has been so d tions as shall be established by the United States in Congress ass infested by pirates, in which case vessels of war may be fitted ou so long as the danger shall continue, or until the United States i determine otherwise.

Article 7. When land forces are raised by any state for the common defen the rank of colonel shall be appointed by the legislature of each forces shall be raised or in such manner as such state shall direc

Article 8. All charges of war, and all other expenses that shall be incu or general welfare . . . shall be defrayed out of a common treasur the several states in proportion to the value of all land within e paying that proportion shall be laid and levied by the authority a of the several states . . .

Article 9. The United States in Congress assembled shall have the sole an determining on peace and war, except in the cases mentioned in the receiving ambassadors; entering into treaties and alliances . . .; deciding in all cases, what captures on land or water shall be leg or marque and reprisal in times of peace; appointing courts for th committed on the high seas and establishing courts for . . . deter cases of captures . . .

ARTICLES OF CONFEDERATION
(Page Two)

more states shall enter into any treaty, confederation, or alliance whatever
thout the consent of the United States in Congress assembled . . .
hall lay any imposts or duties which may interfere with any stipulations (pro-
aties entered into by the United States in Congress assembled . . .
of war shall be kept up in time of peace by any state except such number only
med necessary by the United States in Congress assembled for the defense of such
ade; nor shall any body of forces be kept up by any state in time of peace except
y as in the judgment of the United States in Congress assembled shall be deemed
rrison the forts necessary for the defense of such state; but every state shall
a well-regulated and disciplined militia, sufficiently armed, . . . a due number
and tents, and a proper quantity of arms, ammunition, and camp equipage

tate shall engage in any war without the consent of the United States in Congress
ss such state be actually invaded by enemies, or shall have received certain
olution being formed by some nation of Indians to invade such state, and the danger
as not to admit of a delay till the United States in Congress assembled can be
nor shall any state grant commissions to any ships or vessels of war . . . except
eclaration of war by the United States in Congress assembled . . . and then only
gdom or state . . . against which war has been so declared, and under such regula-
be established by the United States in Congress assembled, unless such state be
ates, in which case vessels of war may be fitted out for that occasion, and kept
danger shall continue, or until the United States in Congress assembled shall
wise.
forces are raised by any state for the common defense, all officers of or under
onel shall be appointed by the legislature of each state respectively by whom such
raised or in such manner as such state shall direct . . .
s of war, and all other expenses that shall be incurred for the common defense
fare . . . shall be defrayed out of a common treasury, which shall be supplied by
tes in proportion to the value of all land within each state . . . The taxes for
portion shall be laid and levied by the authority and direction of the legislatures
states . . .
d States in Congress assembled shall have the sole and exclusive right and power of
peace and war, except in the cases mentioned in the sixth article; of sending and
sadors; entering into treaties and alliances . . .; of establishing rules for
cases, what captures on land or water shall be legal, . . . ; of granting letters
reprisal in times of peace; appointing courts for the trial of piracies and felonies
he high seas and establishing courts for . . . determining finally appeals in all
res . . .

ARTICLES OF CONFEDERATION
(Page Three)

Article 9. (continued) The United States in Congress assembled shall also be the last reso
disputes and differences now subsisting or that hereafter may arise betwe
concerning boundary, jurisdiction or any other cause whatever . . .

The United States in Congress assembled shall also have the sole an
power of regulating the alloy and value of coin struck by their own autho
respective states; fixing the standard of weights and measures throughou
ting the trade and managing all affairs with the Indians, not members of
establishing and regulating post-offices from one state to another, thro
States, and exacting such postage on the papers passing through the same
defray the expenses of the said office; appointing all officers of the l
of the United States, excepting regimental officers; appointing all the
forces, and commissioning all officers whatever in the service of the Uni
for the government and regulation of the said land and naval forces and

The United States in Congress assembled shall have authority to app
in the recess of Congress, to be denominated "a Committee of the States,"
delegate from each state; and to appoint such other committees and civil
necessary for managing the general affairs of the United States under th
one of their number to preside, provided that no person be allowed to se
President more than one year in any term of three years; to ascertain th
to be raised for the service of the United States, and to appropriate an
fraying the public expenses; to borrow money or emit (circulate) bills o
United States, transmitting every half year to the respective states an
money so borrowed or emitted; to build and equip a navy; to agree upon t
and to make requisitions from each state for its quota, in proportion to
inhabitants in such state; which requisition shall be binding, and there
each state shall appoint the regimental officers, raise the men and clot
in a soldier-like manner, at the expense of the United States and the of
armed,and equipped shall march to the place appointed, and within the ti
States in Congress assembled . . .

The United States in Congress assembled shall never engage in a war,
marque and reprisal in time of peace, nor enter into any treaties or all
nor regulate the value thereof, . . . nor borrow money on the credit of
appropriate money, . . . nor appoint a commander in chief of the army or
assent to the same; nor shall a question on any other point, except for
day, be determined unless by the votes of a majority of the United State

ARTICLES OF CONFEDERATION
(Page Three)

tes in Congress assembled shall also be the last resort on appeal in all
ences now subsisting or that hereafter may arise between two or more states
, jurisdiction or any other cause whatever . . .
tes in Congress assembled shall also have the sole and exclusive right and
the alloy and value of coin struck by their own authority, or by that of the
fixing the standard of weights and measures throughout the United States, regula-
managing all affairs with the Indians, not members of any of the states . . . ;
gulating post-offices from one state to another, throughout all the United
g such postage on the papers passing through the same as may be requisite to
of the said office; appointing all officers of the land forces, in the service
s, excepting regimental officers; appointing all the officers of the naval
sioning all officers whatever in the service of the United States; making rules
and regulation of the said land and naval forces and directing their operations.
tes in Congress assembled shall have authority to appoint a committee, to sit
ngress, to be denominated "a Committee of the States," and to consist of one
state; and to appoint such other committees and civil officers as may be
ging the general affairs of the United States under their direction; to appoint
to preside, provided that no person be allowed to serve in the office of
one year in any term of three years; to ascertain the necessary sums of money
he service of the United States, and to appropriate and apply the same for de-
expenses; to borrow money or emit (circulate) bills on the credit of the
nsmitting every half year to the respective states an account of the sums of
r emitted; to build and equip a navy; to agree upon the number of land forces
itions from each state for its quota, in proportion to the number of white
state; which requisition shall be binding, and thereupon the legislature of
ppoint the regimental officers, raise the men and clothe, arm, and equip them
manner, at the expense of the United States and the officers and men so clothed,
shall march to the place appointed, and within the time agreed on by the United
assembled . . .
ates in Congress assembled shall never engage in a war, nor grant letters of
l in time of peace, nor enter into any treaties or alliances, nor coin money,
alue thereof, . . . nor borrow money on the credit of the United States, nor
. . . nor appoint a commander in chief of the army or navy unless nine states
; nor shall a question on any other point, except for adjourning from day to
unless by the votes of a majority of the United States in Congress assembled . . .

ARTICLES OF CONFEDERATION
(Page Four)

Article 10. The Committee of the States, or any nine of them, shall be of Congress such of the powers of Congress as the United States sent of nine states, shall from time to time think expedient to power be delegated to the said Committee for the exercise of wh tion, the voice of nine states in the Congress of the United St

Article 11. Canada acceding to this Confederation, and joining in the be admitted into . . . this union; but no other colony shall be such admission be agreed to by nine states.

Article 12. All bills of credit emitted, monies borrowed, and debts co of Congress, before the assembling of the United States, in pur tion, shall be deemed and considered as a charge against the Un satisfaction whereof the said United States and the public fait

Article 13. The Articles of this Confederation shall be inviolably obs any alteration at any time hereafter be made in any of them un in a Congress of the United States and be afterward confirmed b state . . .

(Source: Viewpoints: USA, Feder, B. and Allen, J. American Book

ARTICLES OF CONFEDERATION
(Page Four)

Committee of the States, or any nine of them, shall be authorized to execute in the recess
ss such of the powers of Congress as the United States in Congress assembled, by the con-
ine states, shall from time to time think expedient to vest them with; provided that no
delegated to the said Committee for the exercise of which, by the Articles of Confedera-
voice of nine states in the Congress of the United States assembled is requisite.
da acceding to this Confederation, and joining in the measures of the United States, shall
ed into . . . this union; but no other colony shall be admitted into the same, unless
ssion be agreed to by nine states.
bills of credit emitted, monies borrowed, and debts contracted by, or under, the authority
ss, before the assembling of the United States, in pursuance of the present Confedera-
ll be deemed and considered as a charge against the United States, for payment and
ion whereof the said United States and the public faith are hereby solemnly pledged.
Articles of this Confederation shall be inviolably observed by every state . . . nor shall
ation at any time hereafter be made in any of them unless such alteration be agreed to
ress of the United States and be afterward confirmed by the legislatures of every
.

Viewpoints: USA, Feder, B. and Allen, J. American Book Company, 1967)

Grade 5 Unit III - Man and His Government.

ADDITIONAL IDEAS FOR LEARNING

Use with Opener I.

A. Symbols of America - The American Flag.
   1. How did the flag originate?
   2. Using any materials you would like, make an American flag. Put y
   3. Collect pictures of flags from other countries. If you can't fin
      collection, draw one. Display these on the bulletin board with a
   4. Read or recite a poem about our flag.
   5. Make a list of the special days that Americans fly the flag.
   6. Find out what early flags of our country looked like.
   7. Find out about the proper way to handle the flag.

B. Other symbols that may be developed.
   1. Great Seal
   2. The American Eagle
   3. The Liberty Bell
   4. Uncle Sam
   5. Yankee Doodle

Use with Opener II.

D. Documents in American History:Display copies of The Mayflower Compact, Confederation, the Declaration of Independence and The Constitution.

   1. Find out who some of the people were who were involved in the writ
   2. Compare these documents. Consider structure, specifically as to r
      of the people and the government.
   3. In your own words explain the major changes in these documents. C
   4. What changes would you like to see? How may such changes come abo

Use with Opener III.

F. Display picutres of our senators or representatives. Have children re
   the lives of these men. They may then investigate their voting record
   issues of our times.

III - Man and His Government.

NAL IDEAS FOR LEARNING

r I.

ls of America - The American Flag.
How did the flag originate?
Using any materials you would like, make an American flag. Put your flag on a stick.
Collect pictures of flags from other countries. If you can't find a picture for your collection, draw one. Display these on the bulletin board with a label for each country.
Read or recite a poem about our flag.
Make a list of the special days that Americans fly the flag.
Find out what early flags of our country looked like.
Find out about the proper way to handle the flag.

symbols that may be developed.
Great Seal
The American Eagle
The Liberty Bell
Uncle Sam
Yankee Doodle

r II.

ents in American History:Display copies of The Mayflower Compact, The Articles of deration, the Declaration of Independence and The Constitution.

Find out who some of the people were who were involved in the writing of this document.
Compare these documents. Consider structure, specifically as to rights and responsibilities of the people and the government.
In your own words explain the major changes in these documents. Consider the improvements.
What changes would you like to see? How may such changes come about?

r III.

lay picutres of our senators or representatives. Have children read to find out about lives of these men. They may then investigate their voting records on some of the big s of our times.

Grade 5

ADDITIONAL IDEAS FOR LEARNING (continued)

Use with Opener IV.

C. Leaders in American History.
(Pictures of leaders such as Abraham Lincoln, Martin Luther King or the present President of the United States)

1. What leaders in history can you name? What present day leaders?
2. Where do these leaders come from? Where do most leaders come from?
3. Do people always have leaders? Why are they important? Are they always the same kind of person?
4. What leaders can you name that some people like and others do not like? Why is this so? In a country like ours, what is the best way for people to tell leaders how they feel?
5. What are some important leadership qualities?
6. Choose a leader of men that you would like to report on. Tape record (or write) your report. Tell what this person was like as a child and as he grew up. Tell what he did or does as a grownup.

E. Minority Group members in today's government.

1. Choose such people as Thurgood Marshall or Edward Brooke.
2. Find out about the life and contributions of the person.
3. Prepare a written,oral, or taped report to share with the class.

F. Supreme Court
Find out the names of the present members of the Supreme Court.

1. What are the qualifications for one aspiring to a seat on the Supreme Court? What are the provisions of the job?
2. Compare the backgrounds of the members of the Supreme Court.
3. How did each man reach his present position?
4. What major Supreme Court decisions have been made in recent years.
5. What difficulties have arisen lately in the selection of Supreme Court judges?

SCARCITY IS A CONSTANT REALITY

(OPTIONAL)

EXPLANATION

Although the United States has less than ten percent of the world's population and land area, it is the leading industrial nation in the world. The abundance of natural and human resources has been the contributing factor in the development of the nation's greatness. Along with with abundance, however, poverty, depression and scarcity still exist. In this unit an attempt will be made to examine the factors responsible for our development and the problems that must still be resolved in order to maintain and improve our society.

SCARCITY IS A CONSTANT REALITY

OBJECTIVES

1. The student will be able to explain the relationship between man's needs and wants and the limited capacities of the earth to satisfy those needs and wants.

2. The student will be able to describe the consequences of inadequate conservation practices.

3. The student will be able to give data reflecting his sensitivities to the problems of conservation and his knowledge of appropriate conservation practices.

4. The student will be willing to receive data and draw conclusions concerning the consequences of the imbalanced distribution of the earth's resources among men.

SCARCITY IS A CONSTANT REALITY

OUTLINE FOR UNIT IV

A. Land of Abundance
   1. Natural resources and raw materials
      a. Land
         1. Forest regions
         2. Wild life regions
         3. Mineral regions
      b. Water
         1. Vegetation
         2. Animal life
   2. Human resources
      a. Population
         1. Urban
         2. Rural
         3. Migrant
      b. Variety of groups
         1. Racial
         2. Religious
         3. Skilled and unskilled

B. Present Day Problems
   1. Conservation as a national problem
      a. Definition
      b. Conservation practice
      c. Community and government effort to encourage conservation
   2. Elimination of poverty
      a. Rural area
      b. City slums